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ABSTRACT

The Student Study Team (SST) is a school site team which involves parents, students, and teachers working together to assist regular education students who are not progressing satisfactorily. The SST model aims to increase positive outcomes for students; improve the quality and efficiency of meetings; and increase personal satisfaction levels for teachers, parents, and the student. Section I, "Introduction and Rationale," defines the Student Study Team and outlines its benefits. Section II, "Key Elements of the Model," describes participation by parents and students, roles of team members, and use of wall charts to record information discussed during meetings. Section III, "Bilingual/Bicultural Considerations," focuses on effective use of the SST process with language minority students, modifications necessary in team membership, and considerations regarding language minority parents. Section IV, "Trainers' Guide," provides information on the training model, negotiating with school district administrators, and roles of "District Linker" and "Coach," along with a school site checklist, sample script, and training goals. A section on implementation and evaluation outlines necessary functions for successful SST operations and provides survey forms and checklists for evaluating the SST's effectiveness. Master copies for 27 training handouts are included. Appended are resource lists, background articles, and sample forms. (JDD)

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STUDENT STUDY TEAMS

a resource manual for trainers and implementors

revised edition

Developed and compiled by
Marcie Radius and Pat Lesniak

Revised, 1988

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Edited by Velda Ruddock

Program, Curriculum, and Training Unit
California Department of Education
Special Education Division
Sacramento, California

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Special acknowledgement is due to the Mt. Diablo Unified School District, Eve Gilmartin, district trainer, and Dr. Kenneth Butler, Director of Special Education. Dr. Butler has provided continued support and encouragement in the development and refinement of this process and has assisted us in carrying our vision to others throughout the state.

Very much appreciated is the expertise of Pat Dougan who assisted us in the production of our manuals's first edition. Velda Ruddock, Annette Ostertag, Gail Levandowski, and Pat Winget of Resources in Special Education have also provided invaluable technical assistance to this project.

PREFACE

This model for Student Study Teams was developed out of a desire to increase the number of positive outcomes for students, to improve the quality and efficiency of meetings, and to increase the level of personal satisfaction for the teacher, parents, and the student.

Scheduling a team meeting to help a student is not a new idea. In the 1950's schools called this procedure a Case Conference or Guidance Team Meeting. Since then these teams have been called Child Study Team, School Resource Team, Teacher Assistance Team, Student Intervention Team. Elements of many of these approaches are included in this model.

Our approach to team meetings has also been influenced by the work of Doyle and Strauss (1983) in meeting dynamics and by our experiences as both professionals involved with schools and as parents who have attended school meetings about our own children.

We say that "the proof of the pudding is in the meeting". This rephrasing of an old saying emphasizes our belief in the importance of the proper ingredients to get satisfying results. Elaborated within this manual are ingredients and techniques to assist you in transforming your team meetings.

SECTION I

INTRODUCTION AND RATIONALE

What is the Student Study Team?
SST: What are the Benefits?
What is the Purpose of this Manual?

WHAT IS THE STUDENT STUDY TEAM?

The Student Study Team (SST) is a SCHOOL SITE TEAM which includes the parent and the student. This team:

* is a function of regular education
* uses a systematic problem solving approach to assist students who are not progressing at a satisfactory rate.
* clarifies problems and concerns
* develops strategies and organizes resources
* provides a system for accountability.

SST: WHAT ARE THE BENEFITS?

1. The Student Study Team is an economic, efficient, effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes.
2. A number of other school site meetings may be eliminated. This is a concentrated, problem solving meeting where all the needed persons, including the student and parent, are present at the same time.
3. By including the parent in a problem solving process, rather than a disciplinary process, positive support for the school and for public education in general is produced.
4. It is an expression of the school's concern for students.
5. It provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.
6. It is a support team for teachers.
7. The team is a problem solving body that can define the needs of the school and help translate those needs into improved curriculum and instruction.
8. The process itself is a staff development activity:

    New teaching strategies for one student may apply to other students.

    The team process produces a synergy that results in more comprehensive learning strategies.

    The process identifies strengths of staff in strategy interventions that should be disseminated to the entire teaching staff.

WHAT IS THE PURPOSE OF THIS MANUAL?

- *To assist students in achieving their fullest potential.*
- *To help schools meet pupil needs.*
- *To describe a specific model for developing and implementing Student Study Teams in schools.*
- *To provide assistance to trainers and implementors in maintaining the integrity of the model.*

What is the history of this model?

In October of 1981, the Mt. Diablo Unified School District formed a committee to review the district procedures for serving pupils with learning and behavior problems.

The committee recommended the establishment of a student-centered data based team. According to Dr. Kenneth Butler, Director of Pupil Personnel and Special Education, "We use the title 'Student Study Team' to convey both of these concepts and to avoid any resistance on the part of intermediate and secondary students who may object to participating in something called a 'Child Study Team.' We emphasize decisions based on explicit although often informal data about the child's previous successes and failures, abilities, interests, aptitudes, and goals. The action plan that is developed focuses on the student's strengths and attempts to build on his or her skills and potential. Unlike some school site problem-solving teams, we seldom focus on the teacher's strengths and weaknesses, question the teacher's strengths and weaknesses or question the teacher's competency to deal with the student. *Our belief is that teachers, for the most part, know best how to teach and they bring unique information about the student to the meeting that will be useful in planning viable alternative instruction.* We also recognize that teaching is a complicated process and even the most competent teacher will benefit from a more informed perspective of the student." [1]

Former Special Education Resource Network (SERN) staff members, Marcie Radius and Pat Lesniak, collaborated with a Mt. Diablo Unified staff developer, Eve Gilmartin, to design a training to meet the requirements set forth in that district. Two pilot schools were trained in the Spring of 1982. At the end of the 1981-82 school year, preliminary evaluation results indicated that 1) this approach was a potentially effective way to deal with difficult-to-teach students and 2) it could also serve to divert a significant number of inappropriate student referrals to special education. It was then decided to train teams at each of the district elementary schools during the 1982-83 school year and to expand the training to secondary schools in subsequent years. Thirty-two schools were eventually trained in the Mt. Diablo School District. The Student Study Teams are still operating at these sites.

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[1] Butler, Kenneth. "Student Study Teams: Human Ingenuity Transcends Fiscal Gap in Serving Difficult toTeach Children," *Thrust*, April 1984, pp. 9-12.

As a result of the successes in Mt. Diablo, the former California SERN personnel development system adopted this training model for statewide dissemination in 1983. Since then school site teams throughout the state have been trained and are currently implementing this Student Study Team model.

SECTION II

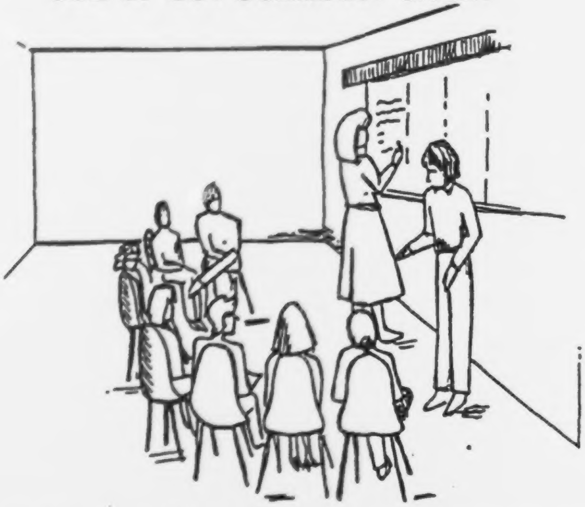
KEY ELEMENTS OF THE MODEL

Key Elements of the SST Model
Use of SST Summary Sheet
Parent Participation
Student Participation
Defined Roles for Team Members

KEY ELEMENTS
OF
THE STUDENT STUDY TEAM MODEL

- ☑ Use of SST Summary Sheet
- ☑ Parent and Student Participation
- ☑ Defined Roles of Team Members

USE OF SST SUMMARY SHEET



The SST Summary is a 6 foot 6 inch sheet of butcher paper on which a recorder uses colored pens to capture the key information discussed during the Student Study Team meeting. The purpose of this element follows:

- The SST summary sheet on the wall and the arrangement of chairs in a semi-circle provides a comfortable environment for parents and students
- The sheet provides a physical focus for the group; it directs energy to the information and the problem, not to the people
- It allows participants to know where they are in the process of the meeting as well as the content
- It helps members concentrate. The data is visually recorded and prevents endless repetitions
- It allows for checking the accurate recording of information and ideas
- It frees participants from taking notes
- It provides a "picture" of the student, including strengths as well as concerns
- It assures accountability (*who* is responsible for *what* action and by *when*).

USE OF SST SUMMARY SHEET
Typical Column Topics

TEACHER________________ SCHOOL ________________ TEAM ________________
STUDENT________________ PRIMARY LANG. __________ GR.___ BIRTH ________ PARENTS ______________
M_______ F_______

STRENGTHS	KNOWN INFORMATION	MODIFICATIONS	CONCERNS PRIORITIZED	QUESTIONS	STRATEGIES BRAINSTORM	ACTIONS PRIORTIZED	PERSONS RESPONSIBLE WHO?	WHEN?
Academic	School Background	Changes in program	Academic	Questions that can't be answered at this time	Team brainstorms multiple creative strategies to address top concerns	Two to three actions chosen from strategies brainstormed	Any team member, including the parent and student	Specific dates
Social	Family composition	Reading Specialist	Social/ Emotional					
Physical								
What student likes?	Health	Tutoring	Physical					
	Performance levels	Counseling	Attendance					
Incentives		Repeating grade						
Potential career interests or skills								

FOLLOW-UP DATE:

(3-6 WEEKS)

PARENT PARTICIPATION

Current literature on student progress in school indicates the importance of parental involvement in their child's education. In *Nation at Risk*, a report issued by the National Commission on Excellence in Education (April 1983), recommendations were made to improve the quality of the educational system in the United States. This report tells parents that they have the right to demand for their children the best schools and colleges can provide. This right to a proper education for their children carries a responsibility. Parents must bear a responsibility to participate actively in their child's education.

This active participation referred to in the Commission's report is even more critical when a student is not experiencing success in school. Student Study Teams are being looked to as an efficient and effective way to utilize resources at a school site and to assist students. The emphasis in this model is on shared responsibility for student learning. In order to share this responsibility, parents must be involved with the Student Study Team, setting priorities and identifying strategies.

This SST meeting model serves as a framework to encourage active and meaningful participation by parents. Parent participation means more than physical presence in a meeting. The positive structure of the SST meeting provides a safe environment for parents not only for providing information, but it also encourages them to be involved in choosing educational strategies for their child. Care has been taken in the training design of the SST model to include recognition of the value of parent involvement and techniques for preparing parents to participate in an effective manner.

Teams who are implementing the model report a high level of satisfaction about parent involvement in the SST process. Thirty-two schools in the Mt. Diablo Unified School District, Contra Costa County, have SST's trained in this model. According to a district evaluation report,

> Based on information from parents, staff and observations...parent involvement is a critical factor in the SST process and, when it occurs, parents respond positively to the process and the school. The difficulty of coordinating meetings to include parents is clear but it was stated by principals and staff alike that it is often an important part of the process. Parents who took part in the SST process report, overwhelmingly, that the SST meeting was efficient, that they were made to feel comfortable, and that the SST process was helpful to their child's welfare, enhancing their image of the school as a whole." [2]

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[2] *Focus: Student Study Teams in the Elementary Schools*, Mt. Diablo Unified School District, Special Education Program Evaluation, Concord, CA, June 1984.

STUDENT PARTICIPATION

The SST model encourages active team participation by intermediate and secondary students (and upper elementary students, as appropriate). Because of the emphasis on shared responsibility for student learning and success in school, students must be involved in the identification of the problem as well as with choosing strategies.

Students are asked to prepare for the meeting in the same way as the other team members. Students gather their own data about personal strengths, concerns, and goals. The Student Preparation Worksheets are included in "Training Handouts," Section V. The worksheet provides a beginning step for students to think out the issues and to take responsibility for their learning. These worksheets also serve as a step toward career planning.

The positive structure of the meeting and the visual focus provided by the SST Summary format allow students to see how they are perceived by others. The student's input is also a part of the action plan. Students are more likely to share responsibility for their learning when they are involved in the decision making process.

DEFINED ROLES FOR TEAM MEMBERS
Team Meeting

There are three major roles that members may assume at the SST meeting:

1) Facilitator
2) Recorder
3) Team member

FACILITATOR

> "Learning to become a facilitator is like learning to play a game or a sport. You can learn the rules quickly and begin to play. But to become a good player takes considerable practice...since the role of facilitator is based on flexibility and accommodation to the needs of the group members, it would be hypocritical and impossible to lay out a step-by-step procedure comparable to *Robert's Rules of Order*.[3] Unlike the chairperson who can waltz to the regulated music of *Robert's Rules of Order*, the facilitator has to do a combination tap dance, shuffle, and tango to a syncopated rhythm produced by unpredictable humans. There is no 'right' way to facilitate. Much depends on the facilitator's personality, the situation, and the nature of the people in the group. Facilitators pick the techniques that seem most appropriate at the time. As the facilitator, you can tap this resource. Then, the group can solve almost any problem they face."[4]

To help you begin assuming this role, a list of suggestions on the team roles follows. Remember though, you and your team will develop your own style and your own definition of the role as time goes by.

THE RECORDER AND GROUP MEMORY

> "You can't talk about the recorder without discussing the group memory, and vice versa...As the meeting unfolds, the recorder creates the group memory from what participants are saying; it becomes a powerful

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[3] Martin, Robert Henry, *Robert's Rules of Order*, Jove Publications, New York, N.Y., 1980.

[4] Doyle, Michael and Strauss, David, *How to Make Meetings Work*, Berkeley Publishing Group, New York, N.Y., 1983, pp. 88-99.

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> visual tool, a ready-made instant replay, that helps members concentrate and see what is going on. The group memory also increases the productivity of meetings after they are over by serving as a readily accessible record of what happened. Because of the flow of the participants (with the clear understanding that it is the responsibility of the group members and facilitator/chairperson to see that their ideas are accurately portrayed by the recorder), the group memory becomes an agreement of what was decided or accomplished by the group." [5]

TEAM MEMBER

> "Most of the suggestions offered to the chairperson/facilitator are applicable to you as a group member, you just can't be as directive...First be a good group member. One positive helpful person in a meeting can do a lot of good. You can offer process suggestions to your group like, 'Why don't we figure out how we are going to deal with this issue before we rush off in different directions and move on to facilitating interventions'... If you are willing to make some mistakes as part of the learning process, you will develop the necessary skills quickly, your meeting will improve, and your group will be grateful." [6]

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[5] Ibid, pp. 125-126.
[6] Ibid, pp. 273-275.

DEFINED ROLES FOR TEAM MEMBERS*

FACILITATOR/CHAIRPERSON*

BEFORE MEETING

Coordinates logistics before and after meeting.

Notifies team members of meeting time, place, and students scheduled.

Insures parent and student are prepared.

Knows available resources and how to access them.

Assumes ultimate responsibility for group decisions.

DURING MEETING:

Primary role is to facilitate, not to present information.

Stands in front of group.

Accountable for time; appoints timekeeper.

Helps recorder take accurate notes.

Checks for meaning/understanding.

Encourages input from all team members by asking "any additions? any questions?"

Keeps group focused on task.

Asks for specifics, not generalities.

Is positive, compliments group.

Is nonjudgemental, encourages others to be nonjudgemental.

Diffuses emotionally charged statements.

Sees that team prioritizes concerns and actions.

Helps team find win/win solutions for teacher, student, parents.

Expects accountability for group decisions.

RECORDER

Listens carefully for the key words and ideas to be recorded.

Writes the input on the Student Study Team summary.

Organizes the information in the appropriate columns.

Doesn't change the meaning of what was said.

Asks for clarification, gets accurate information on the summary.

Captures basic ideas.

Makes corrections nondefensively.

Writes legibly and quickly.

Shortens words, abbreviates.

Isn't afraid to misspell.

Uses colors as a visual aid.

Uses circles and arrows to connect related information.

TEAM MEMBER

Respects and listens to other individuals.

Does not cut other people off or put words in their mouths.

Questions any statement they feel is not accurate.

Helps recorder remain neutral and makes sure ideas are being recorded accurately.

Uses facilitative behaviors as needed.

Focuses energy on content of the Student Summary

Helps group stay on task.

Serves as timekeeper or observer as needed.

Comes prepared with information on student.

Avoids side conversations.

Looks for similarities/discrepancies in the information.

Is accountable for agreed upon actions.

Does not make commitments for people who are not present in the meeting.

May also copy SST summary on a small sheet.

Facilitator and Chairperson may or may not be the same person.

SECTION III

BILINGUAL/BICULTURAL CONSIDERATIONS

Effective Use of the Student Study Team Process with Language Minority Students
Team Membership
Considerations Regarding Language Minority Parents in the SST Process
SST Summary

*Sample forms and information on Spanish banners are available in the appendix.

EFFECTIVE USE OF THE STUDENT STUDY TEAM PROCESS WITH LANGUAGE MINORITY STUDENT

by
Michele Sanchez

Rationale

According to the California State Department of Education Bilingual Education Office, the single most important factor to note about California's population as we near the end of this century, is the cultural and linguistic diversity. Conservatively, it is expected that Asian and Hispanic populations will each double by the year 2000. At the same time, the white population will only grow 10.6 percent, with the Black population growing only by a quarter. As California's total minority population increases, this shift will have a definite impact on our public schools. It is projected that by the year 2000, approximately 52% of our total school enrollment will be members of racial, ethnic, and linguistic minorities. In some districts, such as Los Angeles Unified, the future is currently upon them. Their approximate minority enrollment is already at 81%.

With these increases in California's minority enrollment there has been an increase in the number of language minority students, that is, students whose native language is something other than English. Students from different language backgrounds currently constitute 24% of the total school population, with half of those students being classified as proficient in English and the other half being classified as Non-English Proficient (NEP) or Limited English Proficient (LEP). It is projected that the number of LEP students may increase from the current 524,000 to an estimated 612,000 by the year 1992.

Teachers will be key in ensuring the right of language minority students to an equal, quality education. Their success or failure will be a large factor in the state of our future economy. Obviously, there is clear evidence to suggest that our teachers face unprecedented challenges which will require a great deal of collaboration and innovation to resolve.

The Student Study Team concept has major implications in helping our existing and future teachers begin to identify and organize all the available resources at the local site level for better serving these students of the future. The structured Student Study Team process will serve as a valuable resource to new bilingual/bicultural teachers. They could receive advice from experienced educators about student learning and/or behavior problems; seek new information about learning styles or special teaching strategies; collaborate with parents to plan for the student's current and future needs; and benefit from opportunities for personal growth and staff development. For monolingual/monocultural teachers, the Student Study Team process could also be of value in serving as a resource for information about the effects of bilingualism on student achievement; the normal process of second language acquisition and reasonable teacher expectations throughout that process; descriptions of the identification process for LEP students and typical educational programs; and valuable information about the culture and communities from which these students come.

Process for Identifying and Serving LEP Students

The Student Study Team process is most certainly not the first step in the educational process of a language minority student. In this section, the initial identification process for Limited English Proficient students will be reviewed along with other typical educational procedures. It is hoped that this review will serve to aid those unfamiliar with this process to understand where Student Study Teams fit along the continuum. It is by no means meant to be a complete review of the extensive legal requirements for bilingual education programs. For a more thorough review consult, "Legal Requirements for Implementation of State Bilingual Programs" prepared by the Bilingual Education Office, California State Department of Education or contact that office in Sacramento.

All students enrolled in public schools in the State of California go through the initial identification process for Limited English Proficient students. This initial identification ensures that all students who are eligible for bilingual services are identified. Parents are to be notified of the results. This identification process includes:

1. ADMINISTRATION OF A HOME LANGUAGE SURVEY. This is given to all families in order to determine which students have a primary language other than English. This brief form, available in many languages, asks the parents a few questions about the language(s) that are used in the home setting. If there is at least one response other than English, the student is designated as having a primary language other than English.

2. ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY. This step is only done with students designated as having another primary language. The assessment must include evaluation of understanding and speaking at all grades, as well as reading and writing of English for those students in grades three through twelve. Each district must establish a process by which it will determine the procedure and criteria for determining English reading and writing proficiency. Oral skills must be assessed using one of the state designated instruments.

3. PLACEMENT IN BILINGUAL PROGRAM WHEN APPROPRIATE. Immediately following the completion of the initial identification process, all students found to have limited English proficiency are placed in an appropriate bilingual program (given sufficient numbers of students) or provided with an Individual Learning Program (given insufficient numbers for a bilingual program).

All students designated as LEP then go through the second phase or *Diagnostic Assessment Process.* The purpose of this diagnostic process is to gather the information needed for instructional planning. Steps include:

1. ASSESSMENT OF THE STUDENT'S PRIMARY LANGUAGE PROFICIENCY. In other words, the comprehension, speaking, reading, and writing skills of the student must be assessed in the native language, to the extent that instruments are available.

2. DETERMINATION OF RELATIVE PROFICIENCY IN ENGLISH AND THE PRIMARY LANGUAGE. This forms the basis for designating the extent and sequence of use of English and the primary language in basic skills instruction.

The final phase in the LEP process is the reclassification process. The purpose of this process is to determine when LEP students have developed sufficient English language skills to succeed in an English-only instructional program. This process includes:

1. Teacher evaluation of the student's English language proficiency and mastery of the English language curriculum.

2. An objective assessment of the student's English oral language proficiency.

3. An objective assessment of the student's writing skills.

4. A school level committee meets to review the data collected and make recommendations.

5. Parents are then contacted and given an opportunity to review their son/daughter's performance and to provide input into the reclassification decision.

6. An assessment of the student's English basic skills is conducted. If the student meets the criteria for reclassification, the student is designated as Fully English Proficient (FEP) and placed in any appropriate program.

Using Student Study Teams for Language Minority Students

In the previous section we have outlined the normal sequence of events for LEP students participating in our educational system. These steps ensure that all LEP students will be given equal access to educational opportunities. What happens when an LEP student begins to experience a lack of academic success, fails to learn English, demonstrates low self-esteem, or any other difficulties in school? Often teachers faced with this type of student think immediately of making a referral to special education for testing. While it is true that any child suspected of having a disability is entitled to a free and appropriate assessment and education, it makes sense and meets legal requirements to first explore other regular education resources and programs. The Student Study Team process is a recommended way to begin to explore these regular education resources. In addition, SST's may also prove helpful in the process of determining the causes for the lack of student achievement. Trying to sort out such factors as unfamiliarity with English, environment, culture, or socioeconomic status can prove difficult if done without team support. Furthermore, SST's allow teachers and support staff an opportunity to exchange ideas in order to make effective modifications of the language minority student's educational program. If these modifications have been tried without success, a student should be referred for special education services.

TEAM MEMBERSHIP

Let's look now at the student study team process described earlier in this manual and see how it can be modified to better meet the needs of the language minority student and family. In addition to the regular Student Study Team members, when working with a language minority student, the team should also include as appropriate:

BILINGUAL TEACHER
In schools with sufficient numbers of LEP students, a formal bilingual program is usually in operation with bilingual/bicultural classroom teachers. At school sites with only a few LEP students, a Bilingual Resource Teacher is responsible for providing the services described on the student's Individual Learning Program. These resource teachers may be assigned to several different school sites.

BILINGUAL AIDE
When paired with a bilingual teacher, the bilingual aide serves more as an instructional assistant. In schools without a formal bilingual program, the bilingual aides are often the implementers of the Individual Learning Programs, under the supervision of the itinerant Bilingual Resource Teacher.

MIGRANT EDUCATION STAFF
Migrant Education is seen as a supplemental educational program. The Migrant Resource Teachers and aides provide instruction in both English and the primary language to those students whose families meet the criteria. To qualify, families must work in agriculture or canning industries and relocate at least once a year. In addition to the instructional program, migrant staff and aides—sometimes called community liaisons or community aides—teach parents to make use of available local resources and agencies.

CHAPTER I STAFF
Chapter I programs are also seen as supplementing the student's regular program. Districts qualify for this federal assistance program on the basis of their AFDC (Aide to Families with Dependent Children) grant money: instruction is generally provided in small groups on a pull-out basis.

ENGLISH AS A SECOND LANGUAGE (ESL) TEACHER

This program is one component of a bilingual program. In traditional bilingual classrooms, the bilingual/bicultural teacher will usually provide the ESL instruction. Traditionally in Individual Learning Programs, the Bilingual Resource Teacher or the Bilingual aide provide the primary language instruction and activities to develop self concept. The ESL teacher provides the instruction in English as a second language. This program is usually done on a pull-out basis.

CONSIDERATIONS REGARDING LANGUAGE MINORITY PARENTS IN THE SST PROCESS

In Section II of this manual there was considerable discussion of the importance of parent involvement in the SST process. Language minority parents are equally critical to the success of the SST process. However, some special considerations may need to be made if they are to feel comfortable and part of the team process. When there appears to be limited participation of language minority parents in the schooling of their children, comments are often made that they "don't value education," or "don't care." It is important to remember that not all cultural groups see themselves as partners with schools in their child's education. Often language minority parents see educators as the experts, knowing what is best for their children. It is sometimes difficult for these parents to spontaneously provide staff with input. School personnel will often have to invest additional time in getting to know the family and in establishing a trusting relationship before parents will feel comfortable sharing their concerns and observations. This is particularly true of parents who do not speak English. Offering the services of a trained interpreter/translator will facilitate communication with these parents.

There may be other limitations which could prevent the participation of language minority parents in the Student Study Team. They may not have transportation, child care, or may have difficulty getting released time from their job. When at all possible, Student Study Team members should try to provide parents with resources or options to these obstacles.

Another issue to be considered is the family structure of a particular language minority group. In some cultures it is the mother who records the child's developmental progress and makes decisions regarding the child's upbringing. In other cultures, all family members participate in the child rearing with the oldest family members, e.g. grandparents, having the most say. In still other cultures the oldest male has the ultimate authority. This should be kept in mind when inviting the family member(s) to participate in the SST process.

In working with language minority parents it is most important to develop a cultural sensitivity and awareness. Student Study Team members would benefit from knowledge regarding general cultural trends. However, the members also need to keep in mind that there is often a great deal of variation among families from the same cultural group. Factors such as educational background, length of time in the United States, socioeconomic status, religion, and size of the cultural community will account for the individual differences one sees between families from the same cultural group.

SST SUMMARY

The SST summary sheet is used to record critical information. When discussing a language minority student, teams may wish to make even further modification of the sheet. Suggested modifications follow:

IDENTIFYING INFORMATION

Birthdate	For many refugee students and students from rural settings the exact date of birth is unknown. Parent/guardians may give you an estimate of the student's birthday since many of them did not keep records or the records were lost or left behind. School records such as cum files, etc., do not always reflect the true age of the child.
Primary Language	This is the principal language of the student. It may not be the same as the language spoken by the parents in the home or the first language the child spoke.
Language of the Home	This is the principal language spoken by the parents and siblings. There may be more than one language listed.
Language Proficiency	This is the student's degree of data fluency. Often language proficiency is subdivided into oral proficiency and/or the ability to participate in everyday conversation versus academic proficiency and/or the ability to participate in academic tasks and written language. Language proficiency can also vary from one area of content to another.
Additional Information	Some teams may also want to add lines to record: 1) type of bilingual program student is enrolled in; 2) length of time the student has been in the USA; and 3) previous school experiences.

STUDENT DATA

This is information related to the student's strengths, areas of concern, known modifications, and questions to be answered. Teams may want to divide the strengths and areas of concern columns into two or use two different colors to indicate information according to language. Students often do not have the same skills in both. For example, a student may be an excellent decoder in Spanish reading but have no experience with English reading. A student may have received all of his math instruction in English and is not doing well; this area of concern deals with English math skills.

Certain modifications of the group memory process itself may also be needed when parents of language minority students are involved. This is particularly true when the parents and/or student do not speak sufficient English to understand and participate during the SST meeting. Some of the following suggestions have been provided by Azusa Unified School District, a Crosscultural Special Education:

Option 1 When sufficient numbers of the team are bilingual, conduct the meeting in Spanish (or other foreign language) and designate an interpreter. The Spanish (or other language) SST summary sheet is used and the group memory is filled out in Spanish (or other foreign language). Later the information is translated into English for the student's school records. A Spanish SST summary sheet can be obtained through Resources in Special Education.

Option 2 When the majority of the team are not speakers of other languages, conduct the meeting in English and provide a trained interpreter for the parent and/or student. The available bilingual staff can be used to simultaneously record the same information on a separate sheet. Later the information from both SST summary sheets is transferred onto a small sheet. The parent receives the copy in their primary language with the school retaining the English copy for its records.

Option 3 When neither of the first two options can be provided, the SST meeting will usually be conducted in English, providing a trained interpreter for the parent and/or student. The English SST summary sheet will be used and completed in English. After the information is transferred to a small sheet, it can be translated into the primary language for the parent.

ADDITIONAL CONSIDERATIONS

This meeting and group memory process can also be used to problem solve other school or student issues. This pertains to language minority students as follows:

- To collect data regarding progress in the primary language, as compared to progress in English and to record progress in acquiring English as a second language

- To coordinate services the LEP student is receiving (e.g. Chapter I, Title VII, ESL, Primary Language Instruction, and regular education services)

- To discuss the appropriate time to transfer students from primary language instruction to English language instruction

Prior to possible student referral for special education assessment, collect data to determine: whether the student been given a reasonable opportunity to learn.

SECTION IV

TRAINERS' GUIDE

- Training Model
- Highlights of the Training Model
- Negotiating and Preplanning
- Roles of District Linker and Coach
- Memo for Site Preparation
- School Site Checklist
- Overview
- Sample Overview Script
- Training Goals
- Training Agenda
- Sample Trainers' Agenda
- Wall Charts

TRAINING MODEL

DEFINITION—WHAT?

The Student Study Team (SST) is a regular education function. The team reviews a student's problems and plans alternative instructional strategies to be used in the regular program.

Although specialists such as psychologists and speech therapists may be involved, the SST is not a special education function and is not subject to restrictions and timelines. If a special education referral is still needed after strategies have been implemented and have been found to not be enough, then the SST records are valuable documentation of the modifications provided before the referral.

MEMBERSHIP—WHO?

The composition of the SST varies from school to school, but the team will always include parents and sufficient staff to review a student's needs. The teacher who is referring the student is always a member of the team while that student's needs are being reviewed. The school principal or designee chairs the SST meeting.

IMPLEMENTATION—HOW?

Research of successful SST indictates the need for district level acknowledgement and support and for thorough, ongoing inservice training for site teams. Conducting a demonstration overview for district administrators is the logical means to generate understanding of the process and get commitment for support.

After training, follow-up is provided to site teams by in-district coaches.*

Overview

During a two hour period cover:
- The key elements of a successful SST
- A live demonstration of the meeting, modeling the role of facilitator and recorder
- A description of the training
- A discussion of the implications of training for the district.

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*See page IV-11 for more information on coaches.

TRAINING

A two day training prepares school site personnel (administrators and teachers) to work with parents, and when appropriate, students, as a team to review individual student strengths and weaknesses. The team identifies the major problem(s), develops strategies, delineates responsibilities, and provides mutual support for implementation. The design of the training incorporates current thought in the areas of parent involvement, group meetings strategies, time management, and guided practice. Skills practice is emphasized while conducting effective meetings with parents and students participating. The skills gained generalize to other meetings. For example:

IF YOU ARE A MEETING LEADER, you can learn how to get meetings to start and end on time, how to keep the meeting on track, how to increase group participation, how to generate more creative solutions, and how to nail down accountability.

IF YOU ARE A MEETING PARTICIPANT, you can learn how to restore a common focus to a meeting, how to create a positive atmosphere, how to use appropriate problem-solving techniques, and generally how to be a more effective team member.

HIGHLIGHTS OF THE TRAINING MODEL

1. *District Preparation and Commitment.* Administrative support is clarified during negotiation.

2. *Very Little Lecture--Great Deal of Practice.* Participants come as a team with student referrals and conduct their meetings as a training activity. Trainers assist them and use a "fishbowl" technique to evaluate the process. Real cases with real students and real parents are used instead of role play.

3. *Use of The Student Study Team Summary.* The summary emphasizes student strengths and general problem identification before solution. It keeps the team focused.

4. *Roles of Team Members Identified and Explained.* Role explanations include the parent, student, and the referring teacher. Time for skills practice in facilitating and recording is provided in the training.

5. *The Parent and the Student* Participate in Team Meeting During the Training.* Prior to the meeting, the purpose of the meeting is explained to the parent and student. They are asked to fill out a preparation questionnaire.

6. *The Team Develops their Implementation Plan.* The team decides team membership, when to meet, and how to inservice the rest of the faculty on the SST process. Teams are validated for practices that are working for them. These practices are used to develop their individual action plans.

7. *Bilingual/Bicultural Considerations Presented.* Local bilingual/bicultural staff are identified and included in the training. They assist the team in identifying strategies for working with parents and students.

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* Upper elementary, intermediate and high school students.

NEGOTIATION AND PREPLANNING

Effective negotiation is a key to successful implementation of the SST process. It is critical that careful planning take place prior to the first meeting with the client. As a trainer, you will need to keep the following in mind when negotiating for the SST training:

WHO TO NEGOTIATE WITH

The person who requests the training may have vision, be a mover or a problem solver in the district but they may not have the power to make agreements. To allow for a smooth negotiation process, inclusion of the following personnel is recommended:

1. Appropriate district administrator who can and will support implementation.
2. Regular education administrator in charge of curriculum or staff development.
3. Principal/s from identified school training sites.

DESCRIPTION OF THE PROCESS

Research indicates that effective change requires a long term commitment to implementation, follow-up, and evaluation on a continuing basis. Included in the process are certain key elements that are the backbone of the entire SST process and must be included throughout implementation:

1. SST is regular education process, not a special education process. SST's and IEP teams are separate processes that are different in intent, ownership, procedure, and outcome.
2. Regular education teacher/s, administrators, and parents participate on the team. The student participates as appropriate.
3. There are bilingual/bicultural considerations. Appropriate bilingual personnel must participate in the training.
4. Use of the Group Memory/Student Study Team Summary sheet is an essential ingredient in the effectiveness of SST meetings.

5. Assignment of meeting roles, e.g. facilitator and recorder, allows for maximum efficiency and productivity in SST meetings.

DESCRIPTION OF A 2-DAY TRAINING

A two day training* has been designed to give participants the tools and experiences necessary to begin implementation of the Student Study Team. The emphasis in skill development includes group problem solving, efficient utilization of time, and specific procedures for conducting an effective meeting. These ingredients are included in a training design which gives full consideration of the limitations and requirements in the school setting.

The training provides each individual with the necessary practical experience required to participate effectively in a Student Study Team meeting. During the training, each team conducts at least two SST meetings. Both meetings address the problems of a real student and a real referring teacher at their school site. The meeting on the first day of training will be conducted without the student or the parent present but the presence of the referring teacher is required. At the end of that meeting the team will have the opportunity to receive feedback on the way their meeting was conducted. The meeting on the second day will include the student's parent(s), the classroom teacher and the student, if appropriate.

Successful teams should have no more than five to eight members. Typically training is provided for no more than four entire teams in the two day process. The principal must actively demonstrate his/her support of the concept by attendance at all sessions of the training and meetings of the team.

Each team will have a coach to assist them during the training and after. See page IV-11 for description of coach's roles.

ADMINISTRATIVE SUPPORT AND COMMITMENT

With the basic understanding of the philosophy and content of the SST process, the following items should be agreed upon prior to the training:

1. Commitment to implementation, follow-up/support, and evaluation after the training occurs.
2. Amount of training time. Enough time should be allotted to ensure that personnel are fully trained in the SST process. This is usually a one to two day training.

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* The training can be adapted and delivered in other than the two day format depending on unique needs of a district.

3. Agreement to provide district linker and coaches (the district linker and coaches description follow this section).
4. Commitment to train the entire school. If a team from a school is trained, then an agreement should be reached to ensure that all of the members of the school staff are trained in the process. This is usually done by the trained team or by a district linker.

LOCAL RESOURCE ASSESSMENT

It is important to recognize and utilize valuable resources already present within the district. The following questions may be helpful in obtaining that information.

1. What resources are in place now?
2. Are the resources coordinated?
3. What activities have been successful/effective?

Also, consider when the best time for training might be. Are there competing inservice plans? What about stress factors, e.g. impending strikes, reassignments, etc.

PREPLANNING

After agreement is reached regarding the plan for training, implementation, follow-up, and evaluation of the SST process, the following items should be clarified with the district staff on the specifics of the training itself:

1. Number of teams to be trained.
2. Number of participants per team and their roles.
3. How teams will be prepared.
4. Appropriate case studies (students should not be special education students).
5. Process for contacting parent.
6. Appropriate training site - must have adequate wall space for the SST summary and appropriate breakout rooms for individual meetings the second day.
7. Identification of district coach(es).
8. Type of support the teams will need to implement SSTs.

There are a number of specifics which have been identified in the research as impacting the change process in a school.

The particular factors relating to the selection of Student Study Teams for training are:

1. Previous positive school improvement efforts.
2. Desire for and support by the principal for the SST.
3. Provision of educational leadership to the school by the principal.
4. A school faculty which is not already overwhelmed by other efforts in change.
5. Evidence of planning in curriculum and instruction by teachers.

ROLES OF DISTRICT LINKER AND COACH

BEFORE TRAINING

Provides information, encouragement, support to those schools within their own district that express interest in initiating/refining a Student Study Team.

1. Conveys a clear rationale for the development of the SST.
2. Provides information on the successful ingredients of the Student Study Team process.
3. Translates research findings relevant to the SST process into practical terms for practitioners.

DURING TRAINING

Responsible for all district arrangements for orientation and training of the SST's.

1. Assists in the selection of initial teams to be trained.
2. Coordinates all communication between training team and participants.
3. Secures release time necessary to conduct the initial orientation and training sessions.
4. Schedules trainings, secures site, and notifies participants in a timely fashion.
5. Identifies additional training needs relative to the SST.
6. Participates in training as feasible.

FOLLOW-UP

Shares responsibility with school site administrators for the successful implementation of the SST process.

1. Coordinates observation and feedback of in-district coaches to school teams during the period after the training session.
2. Supports each SST coach in their role.

3. Shares successful experiences and identified solutions to problems between teams.

4. Provides technical assistance to those teams as requested.

THE STUDENT STUDY TEAM COACH

Research says, our experience shows, and common sense dictates, that coaching is an integral part of any training program - an absolute essential to insure implementation. *Consistent, skilled* implementation is essential to a positive system change.

The SST coach functions in much the same way as a coach of an athletic team. A coach is one who knows how the game is played, observes the players in action, and gives feedback on how the team and individuals can improve their performance. *Practice without feedback makes individuals more proficient in their mistakes.*

1. Coaches provide:
    a. Assistance while school site teams are being trained
    b. Feedback and support to school site teams after training

2. Coaches agree to:
    a. Meet with trainers prior to the training to discuss their role and their needs for training
    b. Attend training
    c. During the training, they will
        1) Observe trainers coaching a team
        2) Observe team meetings, give feedback during meeting according to criteria, and assist with team debriefing
    d. After training attend two meetings at school site as an observer and give the team feedback. They will attend additional meetings and/or provide other kinds of support as negotiated.

TRAINING OF COACHES

Trainers meet with the district linker and the local coaches two to three weeks prior to training.

1. Handouts

SST coach description
Teacher prep sheet
Parent and student questionnaire
Blank SST Summary sheet
Coach's observation sheet

2. Script

   a. Go through the one page overview, to assure understanding. Briefly discuss the SST coach's role and expectations.

   b. Talk about who is going to be trained. How many teams? How many teams will each coach work with? Has it been decided who will coach what team? Assist coaches in deciding which team(s) they will be responsible for. Explain problems they can expect if they coach their own team.

   c. Check on membership of teams to be trained and their level of preparation. How many on each team? Roles? How selected? Verify principal's participation at the elementary and intermediate level or the administrative designee/counselor at the high school level. How many regular classroom teachers (two per team is minimum)? Are district resource staff (bilingual, etc.) participating?

   d. Discuss each segment of coach's role in detail.

   Preparation. The coach is responsible for seeing that their team(s) have 2-3 students to discuss during the training. One of these students* and their parents will participate in a SST meeting on the second day of the training. The coach makes sure that teachers or counselors of the student have read the preparation form and arrive at the training with adequate information about the student. They also see that the team has contacted the student and parent to be sure that they know the purpose of the meeting, understand the use of the Student Study Team summary and have been asked to complete the questionnaires and bring them to the meeting.

   Training. Trainers use the coach's observation sheets to identify the skills and behaviors they will be coaching. Coaches are assured they will

* An intermediate or high school student participates on the second day of training. Elementary student participation is optional.

have the opportunity to observe trainers demonstrate facilitator and recorder roles. They will then work with a trainer in observing their site team practice and give appropriate feedback. Coaches will assist their team in developing an implementation plan.

Follow up. Coaches will observe the number of meetings decided upon in their team's action plan, and give additional support as needed.

MEMO FOR SITE PREPARATION

TO: SCHOOL SITE PRINCIPAL

RE: SELECTION OF STUDENT STUDY TEAM MEMBERS (at least two weeks prior to training)

Select a minimum of two regular classroom teachers (for an elementary school team, one lower and one upper grade teacher). Bring in appropriate resource personnel, e.g. speech therapist, reading specialist, bilingual teacher, resource specialist, math specialist. Include resource staff as ad hoc or regular team members depending upon the student population that you serve.

Effective teams usually number between five and eight persons, including the principal. All team members selected must be:

1. Respected by their peers
2. Volunteers
3. The most effective teachers and resource staff in your school.

PREPARATION FOR SST TRAINING. Meet with those persons selected to be team members. Review with them the information and materials offered at the overview session. Discuss information in depth with those staff members who will be included in the training but were not present at the overview session.

For the training, two student referrals to the SST will be used. Therefore, select two referring teachers. This will allow your two core member teachers to be participants in the problem solving process.

Share the "Referring Teacher Preparation" packet* and all relevant information from the overview with the referring teacher in order to provide structure to the information he/she will be gathering on the referred student.

*For elementary use pages V15, V17, V27, V29, V39, V41, V47-51.
For secondary use pages V15, V17, V31, V33, V39, V41, V53-59.

The referring teacher should be given a copy of the SST summary. The information to be discussed at the SST meeting is listed in columns. Prior thinking and consideration of these issues will greatly facilitate the team's decision making process.

For the training each referring teacher will select one student:

1. Who the teacher is really concerned about
2. Who is not necessarily expected to become a special education referral
3. Whose parent(s) is (are) available to attend the morning session of training on day two
4. Who is known to more than one of the team members
5. Who is in the fourth grade or higher so the student can attend his/her own meeting on the morning of the second day of training
6. Whose parents have already been in contact with their child's teacher and have previously demonstrated a positive, supportive attitude toward the child and towards the school. (Save the toughest cases for later, after you have an opportunity to practice your team skills).

If the student is in the fourth grade or above and will be included in the meeting, see "Student Role in the SST Process" in Section II. Make arrangements for students to attend the morning of the second day of training only.

The referring teacher gathers the information requested on the "Referring Teacher Preparation" sheet and the "Checklist of Classroom Modifications."

The principal or referring teacher invites the parents of the child who will be discussed the morning of the second day. These parents will only participate during that SST meeting.

The parent and the student are invited to the morning of the second day. They will see that a training is going on, but will only be involved in their own meeting with their school site team in a private conference room.

PREPARATION OF PARENTS. This information needs to be shared with the parents:

> Our school is developing a new plan to address the needs of students more promptly and appropriately.

We now have a Student Study Team. This team is participating in a special training process.

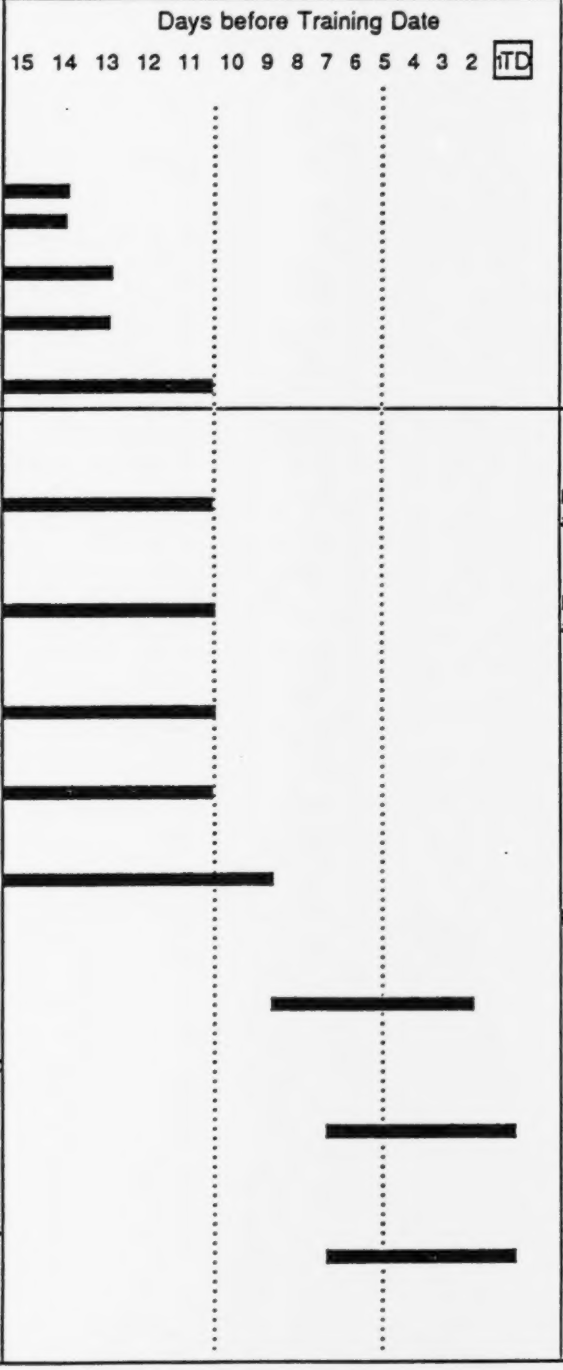
We will be conducting actual meetings with real students and parents.

We want you to be equal partners with us in this process, furnishing information as well as sharing in the problem solving. This is the SST Summary Sheet which indicates the kinds of information we will be discussing. In order to prepare for the meeting fill out the parent questionnaire and bring it with you to the meeting.

PREPARATION OF STUDENTS: The same information needs to be shared with students and parents. The worksheet to be filled out by the student is on pages V51 or V57-V59 depending on when the student is elementary or secondary grades.

SCHOOL SITE CHECKLIST

(To be used in conjunction with the memo to the site principal)



ACTION	RECOMMENDED TIME FRAME	WHO	Date Completed	√
SELECTION OF SST MEMBERS				
Select: -administrator -2 classroom teachers -other staff as appropriate -parent team member		Principal		
Finalize team membership		Principal		
PREPARATION FOR SST TRAINING				
Share information with SST staff not present at overview		Principal* and SST members		
Review overview information with SST members		Principal* and SST members		
Select two referring teachers		Principal		
Share and explain "Referring Teacher Preparation" to referring teachers		Principal		
Referring teachers each select a student case		Referring teachers		
Referring teacher gathers data and prepares information requested on teacher preparation sheet		Referring teachers		
Prepare parents of referred student for participation in the day two SST meeting		Principal* or referring teacher		
Prepare referred students (fourth grade and above) for participation in day two SST meeting		Principal* or referring teacher		

*person responsible

The timelines represented here are considered to be ideal. If for some reason your school site has less time to accomplish the necessary actions, it will be necessary to accelerate their completion in order to be fully prepared for a successful Student Study Team.

OVERVIEW*

GOAL PARTICIPANTS WILL HAVE THE OPPORTUNITY TO CLARIFY ISSUES RELATIVE TO ESTABLISHING SSTs AT THEIR SITES.

OBJECTIVES PARTICIPANTS WILL UNDERSTAND:

The intent and rationale for establishing school site Student Study Teams.

Research supporting a successful Student Study Team.

Components of successful SSTs.

Training model for establishing SSTs.

Preparation required for the training.

AGENDA

Why should we form an SST?

Does research have anything to say about the SST?

What are the components of successful SSTs?

What will our training include?

How do we best prepare for the training?

*This is the sample agenda for an overview that would be used during a meeting with district administrators and potential trainers before scheduling the two day training.

SAMPLE OVERVIEW SCRIPT

PRESENTERS ____________________

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 1 OF 13

LOCATION ____________________

DATE ____________________

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
5 min.		Introduction/Welcome •Welcome •Thanks to district linker/others •School team-Cream of Crop/finest minds/respected/Movers and Shakers		
		OBJECTIVES/AGENDA •Explain Objectives GOAL: PARTICIPANTS WILL HAVE THE OPPORTUNITY TO CLARIFY ISSUES RELATIVE TO ESTABLISHING SSTs AT THEIR SITES OBJECTIVES: PARTICIPANTS WILL UNDERSTAND •The intent and rationale for establishing school site Student Study Teams. •The research supporting a successful student study team. •The components of successful SSTs. •The training model for establishing SSTs. •The preparation required for the training. AGENDA •Why should we form an SST? •Does research have anything to say about the SST?		•Packets •Student Study Team summary sheet •Key Elements Chart on wall

PRESENTERS

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 2 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		•What are the Components of successful SSTs (How does this model differ?)		
		•How do we prepare for the training?		
		•What will our training include?		
5 min.		REVIEW H.O. PACKET		
		WHY FORM AN SST?		
		BACKGROUND/HISTORY		Chart rack, chart paper, pens.
5 min.		•Had school guidance teams before IEP teams.		Second trainer records key ideas to visually map presentation.
		•Have evolved and resurfaced recently from a number of forces.		
		•Rand Corp. study - looking at Coordination of Services to students Title I programs: scattered and uncoordinated.		
		•Recommended: Coordination of program and resources for each student in regular classroom with regular teacher.		
		•Soon after Mr. Honig came into office, made SST a priority.	AUXILIARY THOUGHTS Background	
		•Saw it as an effective way of dealing with conditions created by new eligibility criteria.	Honig-priority; regular education function; task force (summer '83) with	

PRESENTERS

Student Study Team - Site Overview

WORKSHOP TITLE

PAGE 3 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		•SST has been one of the major priorities/vehicles for meeting Mr. Honig's mission and goals for educational reform. •Another source of change: looked at schools like business forces that account for good organizational development. •Put together Quality Circles for teachers - better communications, did not feel so isolated, began working together to solve common school problems. •SB813 has had impact on coordinated efforts on curriculum and instruction. •School Improvement Programs has also pushed us into coordinated efforts at school site level.	representatives from all major departments, continues in all departments today.	
5 min.		RATIONALE/BENEFITS •If SST used for wealth of info. they can generate/can become a problem solving source/vehicle to support those other efforts. •We see them, not as a point on a referral system to special ed., but as support to teachers/teachers feel less isolated. •A number of other meetings may be eliminated by a concentrated, problem solving meeting with all the needed persons present at one time, including the student and parent.	AUXILIARY THOUGHTS PURPOSE/RATIONALE 1. Considers student learning/teaching problems; classifies the problem with a definition which facilitates a search for solutions. 2. Looks at each students as totality rather than a bundle of special needs;	

PRESENTERS

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 4 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		•The team is a problem solving body that can define the needs of the school and help translate those needs into improved curriculum and instruction. •Can be an instigating body for team teaching and other collaborative instructional arrangements. •Multifaceted SST resources for staff development. - Each SST meeting has inherent staff development benefits. - A new teaching strategy for one student will apply to others. - A strategy useful of one teacher can be used any other. - The team process produces a synergistic effect in innovative strategy development. - Identifies strengths of staff in strategy interventions that should be disseminated to the entire teaching staff. - Identifies training needs of staff by determining areas of intervention that have not been effective. •Provides a supportive atmosphere that encourages parents to participate as partners in a school process. •Includes the parent in a problem solving process, rather than a disciplinary process, that produces positive		

PRESENTERS

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 5 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		support for the school and for public education in general. •Provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. •Is an expression of the school's concern for and caring about its students. •State is viewing SST as an economic, efficient, effective way to bring all resources, programmatic and human, available at the school site together to plan and implement instructional programs: collaboration/team work. •When teams have been failing it's usually because they have elected to stay in a referral mode. Maintained a parallel & close relation to the IEP team. STATUS OF SST/GUIDANCE PROCESS AT SCHOOLS IN TRAINING •Extent to which team is in place varies between & within districts, usually some structure is in place. •2-Day training is opportunity for refinement. •Want participants to be familiar with background and research, because that was the impetus for this SST model and the design of the 2-day training.		

PRESENTERS

Student Study Team - Site Overview
WORKSHOP TITLE

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
5 min		RESEARCH A. Conducted by Dr. Michael Gerber, UCSB, and Santa Barbara County Schools: Commonalities of Successful Teams •Key is the team and its training together led by the principal. •Pronounced structure. •Meetings scheduled on a regular basis. •System for monitoring their work. •Referral rate to spec. ed. low (28%) •School site viewed SST as a learning process. •Not viewed as problems for somebody else to solve. Flip side: Where did teams fall apart? •According to principals: lack of training, lack of practice prior to operation, lack of time. •According to district: lack of principal support, teacher resistance, lack of training.		

PRESENTERS

Student Study Team - Site Overview

WORKSHOP TITLE

PAGE 7 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		B. Formative Study by Dr. Judy Grayson		
		•SERN trained 10 school teams 1983-84, L.A. Unified.		
		•9/10 - Most pronounced response of school staff was about parent involvement: How grateful parents were.		
		•8/10 - faculty response was favorable. Thought SST was valuable to them.		
		•Is it helping kids? 80% thought it helped students.		
		•6/10 - felt training built their team process & their relationships.		
		•Resources often identified as more accessible, especially in small schools.		
7 min		WHAT MAKES THIS UNIQUE?		Overhead projector screen, flow chart.
		•Differs in intent.		
		•Differs in design of the model.		
		PROCEDURAL FLOW CHART		
		•Teacher and site administrator meet & review areas of concern relevant data & screening tests.		
		•Parents are informed if not previously involved.		

PRESENTERS ______________________ ______________________

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 8 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		•If concerns are resolved at teacher/principal conference level, no need for SST referral.		
		•If teacher & principal agree, a referral to SST is made.		
		•Teacher preparation begins, appropriate participants notified.		
		•Parents are invited & prepared for meeting by a member.		
		•Team meets, discusses case, decides on action plan to address needs.		
		•Follow-up to evaluate, generate new action plan if necessary.		
		•If action plan not successful, team continues problem solving process.		
		METHOD		Show book *Making Meetings Work*
10 min.		•Introduce Group Memory (SST summary)		Credit - Doyle & Strauss
		•Record of the meeting on butcher paper in columns.		
		•Sit in semi-circle facing the SST summary, is protocol of the meeting.		SST summary on wall
		•Begin with student's strengths, sets tone of meeting.		

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 9 OF 13

PRESENTERS

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		•Identify areas of concern. •Do you have enough data? •Must clarify the problem prior to generating solutions. •Use your data base to help determine interventions: use brainstorming. •Work for consensus on action plan. •Always follow-up. •Benefits of (SST summary) -No need to take notes. -Forces attention. -All have same information. -Information is there/memory not a factor. -Cuts down repetition. -All can see process & content unfold. -Makes parent feel equal. -Depersonalizes problem.		

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 10 OF 13

PRESENTERS

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		-Group ownership of problem & problem resolution.		
		-Accountability.		
		TEAM ROLES & RESPONSIBILITIES		
		•Facilitator		
		-There is no one way and there are many right ways.		
		-Assure and encourage full participation.		
		-Ensure a safe environment.		
		-Keeps group focused on task.		
		-Moves group to action and commitment.		
		-Helps build the team.		
		•Recorder and Group Memory		
		-Captures what people have said accurately and legibly.		
		-Records content words, omits connecting words.		
		-Doesn't contribute own ideas.		
		-Focuses on the problem, not the people.		
		-Impartial.		

PRESENTERS	Student Study Team - Site Overview WORKSHOP TITLE	PAGE 11 OF 13
	LOCATION	DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		-Concentration. -Team is responsible for accurate recording of their ideas. -Categorizes related information. -Serves to further clarify. TEAMWORK - Difficult to talk about, easier to do. •Team meeting -The meeting has to be a safe place. It's threatening for the teacher to admit that s/he is not having success with a student. •*Synergy*- The whole is greater than the sum of its parts. -Many levels of synergy. -The SST problem solving process for generating ideas and intervention strategies results in the best of professional thinking to help kids in school.		
5 min.		WHAT DOES THE 2-DAY TRAINING CONSIST OF? •After going through background/research/key elements, think about how this model differs from what's happening at your school site.		

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 12 OF 13

PRESENTERS ____________________

LOCATION ____________________

DATE ____________________

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		•I'm going to talk now about the 2-day training. Think about what you need to get from the training. Are you satisfied with referral rate, problem solving techniques, meeting's focus. Think about what your staff's needs are, because in the training we will be looking at specific ways to address those needs. •Your teams action plan at end of the day 2 will be your plan for addressing those needs & desired changes. Day 1 - Begin promptly at 8:00 - MINI REVIEW •Topics we'll cover will include structure of meeting, team roles & responsibilities for effective meeting, including parent & student, and coaching. •Very little lecture, lots of experimental time & practice. For example, if 3 teams are being trained: •Team 1 SST meets about real case with real referring teacher. Fishbowl. •Trainer's model, facilitator, and recorder's role. •Teams 1, 2, and 3 meet using own team members as facilitator and recorder. •Debrief after each meeting about experience of team, team role and responsibilities.		

PRESENTERS

Student Study Team - Site Overview
WORKSHOP TITLE

PAGE 13 OF 13

LOCATION

DATE

TIME	WHO	CONTENT/TRAINER	PARTICIPANT/ACTIVITY	HANDOUTS/MEDIA
		Day 2 - Begin at 8:30 •3 teams meet simultaneously with real referring teacher about a real student who is present (if 4th grade or older) & real parents. •Debrief with parents & student; then team alone, then all three teams together. •Afternoon devoted to Action Planning to prepare for implementing those components of SST model & processing within the next week or two at their school site.		
10 min.		HOW TO PREPARE FOR 2 DAY TRAINING •Go over in detail the Principal's Checklist - narrative & graphic. •Stress importance of checking off each item. If each step is not completed, there will be problems during the 2 day training.		

TRAINING GOALS

Vision: To empower Student Study Teams to assist the faculty in meeting the needs of students in such a consistently effective practical and positive manner that:

1. Students, teachers, and parents will be supportive.
2. The team members will enjoy and value the process.

Goals:

1. Participants will increase their knowledge of the purpose and the process of a Student Study Team.
2. Participants will experience the value of working as a team to generate creative solutions for students' needs.
3. Participants will develop their team action plans for implementing the SST at their school.

TRAINING AGENDA

DAY 1

(Date)

8:15 Coffee

8:30 Welcome and Introductions

Overview of Student Study Teams

Brainstorming Strategies

Demonstration Meeting
(Team A and SST Training Staff)

Debrief

Coaching

Break

SST meetings. Teams A, B, and C practice

Lunch

1:00 Parent and Student Involvement

Practice for Real Meeting

Teams A, B, and C Discuss Process

Planning for Tomorrow

Implementation... What It Takes

PRESENTERS ______________________

____

SAMPLE
TRAINER'S AGENDA - FIRST DAY (1 of 6)

TIME	AGENDA ITEM	MATERIALS
8:00--8:30	Greet people, distribute name tags, establish friendly atmosphere.	Coffee, etc. Partcipant folders.
8:30--8:40	Welcome and Introductions: Set context for training. Review objectives and agenda.	Agenda and Objectives on chart paper.
8:40--8:55	Remind participants that we are to learn to function as an SST. "One of the skills is assessing strength. Let's practice this with each other. Pair up with someone you don't know and discover a strength they have." You can also suggest identifying strengths you bring to a team meeting.	
	Two minutes each—switch partners.	
	In large group ask participants to share strengths they discovered.	
8:55--9:25	Overview of Student Study Teams:	
	Discuss History of SSTs. It is also important to identify participants' feelings about meetings and how the process makes meetings more productive and satisfying. Discuss mindmap and key elements of this Model: The SST Summary sheet, parent and student participation, defined roles. Explain use of columns on summary sheet.	Refer to SST summary on wall.
9:25--9:30	Brainstorming Strategies:	
	Conduct skills practice in brainstorming techniques to prepare participants for strategies section of meeting, i.e., ask them to brainstorm for 2 minutes on strategies for assisting a student who doesn't turn in homework.	Brainstorming. Description sheet. Butcher paper. Pens.

PRESENTERS ______________________

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SAMPLE
TRAINER'S AGENDA - FIRST DAY (2 of 6)

TIME	AGENDA ITEM	MATERIALS
9:30--10:00	Demonstration Meeting: One trainer gathers information for SST Banner* and gets demonstration team focused. Other trainer prepares rest of participants to observe meeting process; and the roles of facilitator and recorder. Trainers take part of Facilitator and Recorder on the Team. A timekeeper is set to inform team 15 minutes and 30 minutes into the meeting. *Acknowledge for practice meetings teams are incomplete without parent and student . Do not allow role play of parent or student.	Chairs are in semi-circle in front of SST Summary sheet on wall. Essential Skills for Team Members sheet.
10:00--10:30	Debrief: Trainer asks team to discuss their reactions to the meeting process. Remainder of participants share observations. Trainer notes gaps in information because of absence of parent and student.	
	BREAK	
	Coaching: Acknowledge complexity of skills necessary for facilitating and recording and the value of a coach/observer. Discuss coaching checklist.	Coaching sheets.
	SST Practice Meetings: Individual teams go to separate rooms and conduct 30 minute practice meetings. Trainers observe and coach teams. Team Debrief.	SST Banner and Butcher paper. Room for practice meeting.

SAMPLE
TRAINER'S AGENDA - FIRST DAY (3 of 6)

PRESENTERS

TIME	AGENDA ITEM	MATERIALS
12:00--1:00	LUNCH	
1:00--1:15	Trainer discusses handouts. Answers Questions.	Training Packets.
	Parent and Student Involvement:	
	Parent trainer delivers a presentation on parent and student involvement in the SST process. Personal experiences in conferencing and working with school personnel are useful to share. Stress the importance of preparing the student and parent adequately (completing parent and student Questionnaire). It is important that the facilitator encourage both parent and student to share their information and concerns during the meeting. Parents and/or student should also be part of the actions. The team is encouraged to have the student fill out the student form even if they will not be present at the meeting. Time is allowed for answering participants' questions. Mention is made of using parents as resources to the team.*	Parent questionnaire. Student Role sheets. Trainer may want to use pages V43, V45, VII 43.
1:45--2:30	SST Practice Meeting:	
	Same format as earlier. Teams practice meeting, they will have parents and students attend second day. Thirty minute meeting. Fifteen minute debrief.	
2:30-2:45	Planning for tomorrow: (2nd day)	
	Trainers confirm parents and student attending second day. Have they been prepared? What time and where are they arriving?	Butcher paper. Pens.

PRESENTERS ______________________

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SAMPLE
TRAINER'S AGENDA - FIRST DAY (4 of 6)

TIME	AGENDA ITEM	MATERIALS
2:45--3:00	Implementation...What it takes: Trainer facilitates listing of "what it will take to implement this process at your school."	
3:00	CLOSING	

PRESENTERS ____________________
____

SAMPLE
TRAINER'S AGENDA - SECOND DAY (5 of 6)

TIME	AGENDA ITEM	MATERIALS
DAY2		
9:00	Trainers make sure teams are ready for real meeting. Trainer models opening remarks to welcome parent and student and to explain process. Teams are reminded to ask parent and student what they thought of the meeting; i.e., was it different? One team member is sent to meet parent and student and bring them to meeting room.	Each team has banner, butcher paper, separate meeting room.
9:30	INDIVIDUAL SST MEETINS:	
	Teams move to meeting rooms and hold their meetins with trainer and coach observing, giving cues to team as necessary	
10:15	Debriefing meeting with coach and trainer.	
10:45--11:15	BREAK	
11:00--11:15	TEAM REPORT	
	Individual teams report to large group their reactions to their meeting process including parent and student comments.	SST Summary Sheets may be used by team to report.
11:15--11:30	TIME MANAGEMENT:	
	Trainer discusses the value of good time management practices.	Time management handouts.
	FOLLOW-UP MEETINGS:	Sample SST Summary sheet on wall.
11:30	Trainer leads discussion on how a follow-up meeting is conducted. Use and storage of SST Summary. Need for recording on SST Summary, or	

PRESENTERS ____________________

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SAMPLE
TRAINER'S AGENDA - SECOND DAY (6 of 6)

TIME	AGENDA ITEM	MATERIALS
	another sheet, success or failure of actions and possible use of this data for evaluation.	
12:00--1:15	LUNCH	
1:15--1:25	Trainer leads discussion of items to be considered for Team Action Plan. Stress need for evaluation, refer to VI-7 as an example.	SST Implementation PlanWorksheets. Action Plan. Item on Butcher paper on wall.
1:25--2:30	Each team meets to develop their plan. Trainers and coaches assist as needed.	
2:30--2:45	SHARE PLANS: Each team shares their plan with the large group.	
2:45--3:00	EVALUATION AND CLOSING: (We roll banners and tie each with a ribbon to resemble a diploma. These are presented to principal/facilitator of each team as a graduation ceremony).	SST Banners.

WALL CHARTS

Wall charts have been found useful during Student Study Team trainings: they reinforce learning.

The following wall charts can be used during an SST training.

> If you do what you always do, you will get what you have always gotten...
>
> Practice *without feedback* tends to make us more proficient in our mistakes...

A chart on the wall used by the trainer to discuss implementation or action planning could include the following items:

1. Team Membership
    - consistent
    - who does what
    - on call
2. Meeting Place
3. Meeting Time/Day
4. Procedures for Referral
5. Preparation of Parents and Students
    - who does it
    - sequences
6. Inservice for Faculty and Parents
7. SST Summary
    - who will have a copy
    - where will you store it
8. Plans for Ongoing Evaluation of Team Effectiveness
9. Coaching Visits

SECTION V

TRAINERS' HANDOUTS

Index Sheet

INDEX SHEET

SST - Definition and Training Information

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Team Membership - Secondary

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Student Study Team Summary Sheet

SST Process Flow Chart, Elementary

SST Process Flow Chart, Secondary

Flow Chart Description

Defined Roles for Team Members

Rules for Brainstorming

Referring Teacher Preparation: Elementary

Checklist of Elementary Classroom Modifications

Referring Teacher (or Counselor) Preparation, Secondary

Checklist of Secondary Classroom Modifications

Why Should the SST Include the Parent?

The Parent as Participant in the SST Meeting Process

Parent Preparation for SST

Suggestions for Maximizing Parent Participation

Parent as a Resource to the SST

Elementary Student Worksheets

Secondary Student Worksheets

Student Study Teams with LEP Students

The Student Study Team Coach

SST Meeting Competency Checklist

Time Management

SST Implementation Plan Worksheet

STUDENT STUDY TEAM
DEFINITION AND TRAINING INFORMATION

DEFINITION—WHAT?

The Student Study Team (SST) is a regular education function. The team reviews a student's problems and plans alternative instructional strategies to be used in the regular program.

Although specialists such as psychologists and speech therapists may be involved, the SST is not a special education function and is not subject to restrictions and timelines. If a special education referral is still needed after strategies have been implemented and have been found to not be enough, then the SST records are valuable documentation of the modifications provided before the referral.

MEMBERSHIP—WHO?

The composition of the SST varies from school to school, but the team will always include parents and sufficient staff to review a student's needs. The teacher who is referring the student is always a member of the team while that student's needs are being reviewed. The school principal or designee chairs the SST meeting.

IMPLEMENTATION—HOW?

Research or successful SSTs dictates the need for district level acknowledgement and support and for thorough, on going inservice for site teams. Conducting a demonstration and overview for district administrators is the logical means to generate understanding of the process and get commitment for support.

After training, follow-up is provided to site teams by in-district coaches.

Overview

During a two hour period cover:

1. the key elements of a successful SST
2. a live demonstration of the meeting, modeling the role of facilitator and recorder
3. a description of the training
4. a discussion of the implications of training for the district.

TRAINING

A two day training prepares school site personnel (administrators and teachers) to work with parents, and when appropriate, students, as a team to review individual student strengths and weaknesses. The team identifies the major problem(s), develops strategies, delineates responsibilities, and provides mutual support for implementation. The design of the training incorporates current thought in the areas of parent involvement, group meeting strategies, time management, and guided practice. Skills practice is emphasized in conducting effective meetings with parents and students participating. The skills gained generalize to other meetings. For example:

If you are a meeting leader, you can learn how to get meetings to start and end on time, how to keep the meeting on track, how to increase group participation, how to generate more creative solutions, and how to nail down accountability.

If you are a meeting participant, you can learn how to restore a common focus to a meeting, how to create a positive atmosphere, how to use appropriate problem-solving techniques, and generally how to be a more effective team member.

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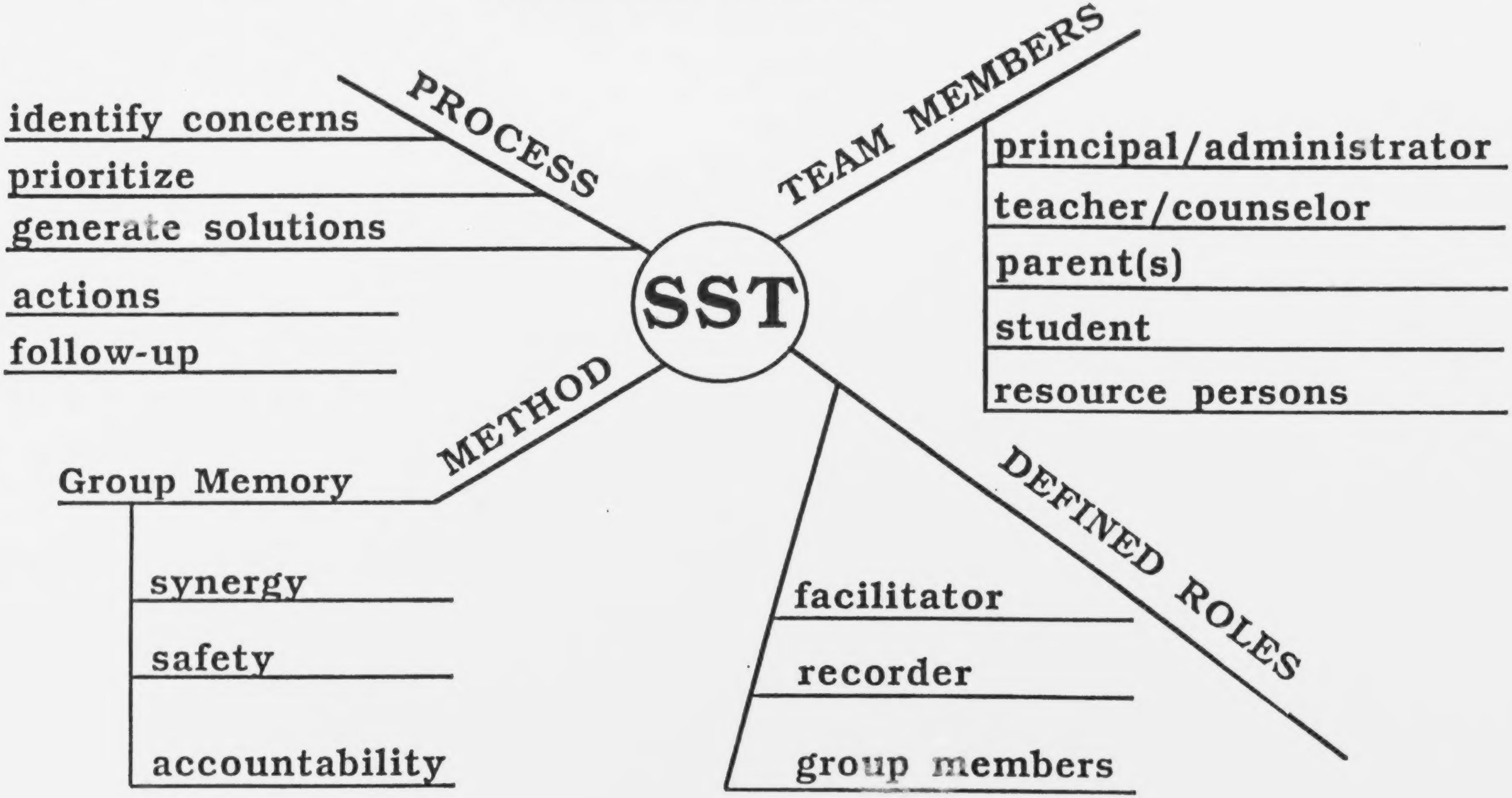
SST MIND MAP

The SST Mind Map is used during the overview and the two day training to give the participants a total picture of the process.

What the mind map does is offer the participant a visual synopsis of the Student Study Team.

SST
MIND MAP



SST

- PROCESS
  - identify concerns
  - prioritize
  - generate solutions
  - actions
  - follow-up
- TEAM MEMBERS
  - principal/administrator
  - teacher/counselor
  - parent(s)
  - student
  - resource persons
- METHOD
  - Group Memory
    - synergy
    - safety
    - accountability
- DEFINED ROLES
  - facilitator
  - recorder
  - group members

TEAM MEMBERSHIP—ELEMENTARY

1. PRINCIPAL	Chairperson of team meetings can allocate school resources; provides energy, support and direction to team members.
2. CLASSROOM TEACHERS	Provide support for the referring teacher; often have a history with the student; provide another teaching perspective from a peer.
3. RESOURCE PERSON(s)*	Provides information and another point of view in the problem solving process; knows the school population; and knows local resources and problems.
4. REFERRING TEACHER	Initiates identification of areas of concern; gathers complete information/data regarding the student and problem; instructs student based on the strategies jointly developed on the Student Summary Sheet.
5. PARENTS OF THE STUDENT	Broaden problem solving base of information; share familial concerns; contribute problem related information from home environment; share effective and ineffective home interventions; clarify questions of staff; participate in implementation of strategies jointly developed on the Student Summary Sheet.
6. STUDENT—FOURTH GRADE AND ABOVE	Shares strengths, concerns; participates in the decision making; receives support and assistance from adults in taking some responsibility for change.

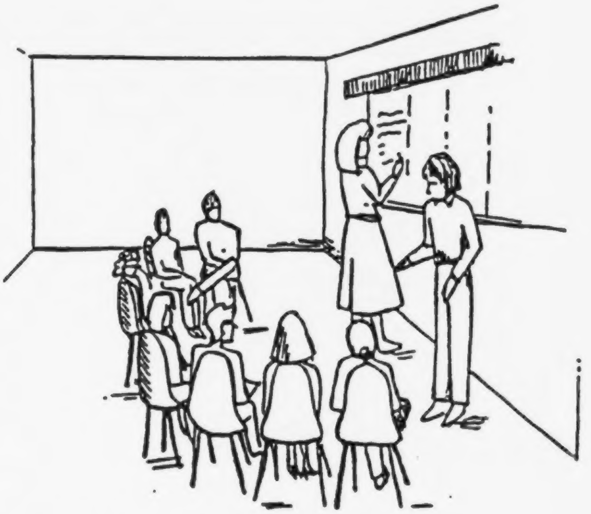
*Resource persons could include Outreach Consultant, Reading Specialist, Bilingual Specialist, Counselor, Psychologist, Speech and Language Specialist, Resource Specialist, Nurse, Career/Vocational Education Specialist, Community Service Provider, etc.

TEAM MEMBERSHIP - SECONDARY

1. ADMINISTRATOR/ COUNSELOR	Chairman of team meeting and coordinator of school resources; provides energy, support, and direction to team members.
2. CLASSROOM TEACHERS	Provide support for the referring teacher, often have a history with the student.
3. COUNSELOR	Gathers complete information/dates regarding: student and and problem; coordinates/provides longitudinal and comprehensive information regarding student performance in all classes, and regarding home and outside agency contacts, cooperation, collaboration and resources.
4. RESOURCE PERSON(s)*	Provides information and another point of view in the problem solving process; knows the school population; and knows local resources and problems.
5. REFERRING TEACHER	Initiates identification of areas of concern; gathers complete information/date regarding the student and problem; instructs student based upon strategies jointly developed on the Student Summary.
6. PARENTS OF THE STUDENT	Broaden problem solving base of information; share familial concerns; contribute problem related information observed in home environment; share effective and ineffective home interventions; clarify questions of staff; participate in implementation of strategies jointly developed in Student Summary.
7. STUDENT	Shares strengths, concerns, goals and ambitions; participates in decision making and is responsible for working on goals/actions.

*Resource persons could include Outreach Consultant, Reading Specialist, Bilingual Specialist, Counselor, Psychologist, Speech and Language Specialist, Resource Specialist, Nurse, Career/Vocational Education Specialist, Community Service Provider, etc.

WHAT IS THE STUDENT STUDY TEAM SUMMARY?



It is a 6 foot 6 inch sheet of butcher paper on which a recorder uses colored pens to capture the key information discussed during the Student Study Team meeting.

WHY USE THE STUDENT STUDY TEAM SUMMARY SHEET?

The SST summary sheet on the wall and the arrangement of chairs in a semi-circle provide a comfortable environment for parents and students.

It provides a physical focus for the group; it directs energy to the information and the problem, not the people.

It allows participants to know where they are in the process of the meeting as well as the content.

It helps members concentrate. The data is recorded which prevents endless repetition.

Allows for checking the accurate recording of information and ideas.

Frees participants from taking notes.

It provides a "picture" of the student, including strengths as well as concerns.

It assures accountability (*who* is responsible for *what* action and by *when*).

STUDENT STUDY TEAM SUMMARY

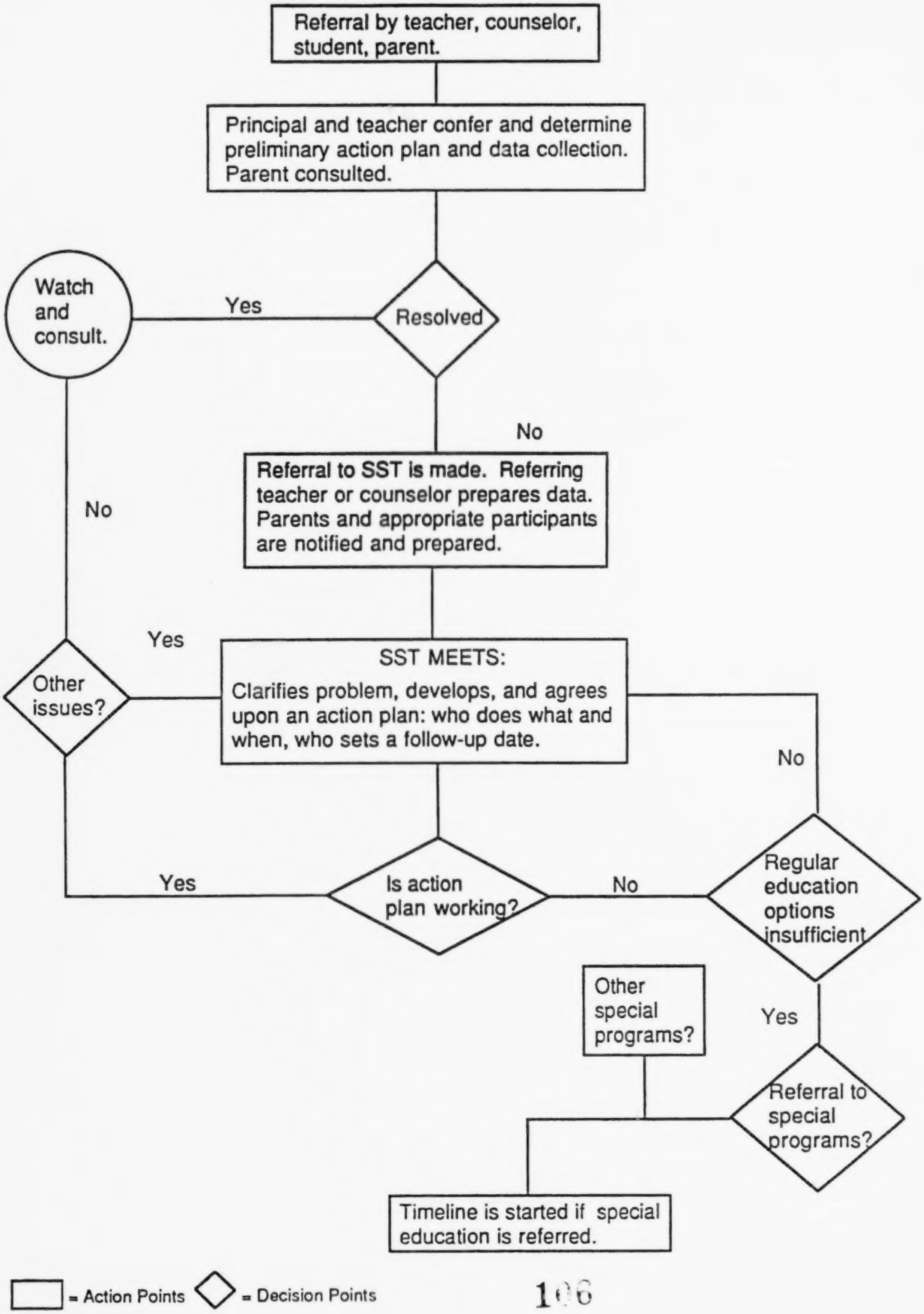
TEACHER____________________ SCHOOL ____________________ TEAM ____________________

STUDENT____________________ PRIMARY LANG. __________ GR.___ BIRTH ________ PARENTS____________________

M ______ F ______

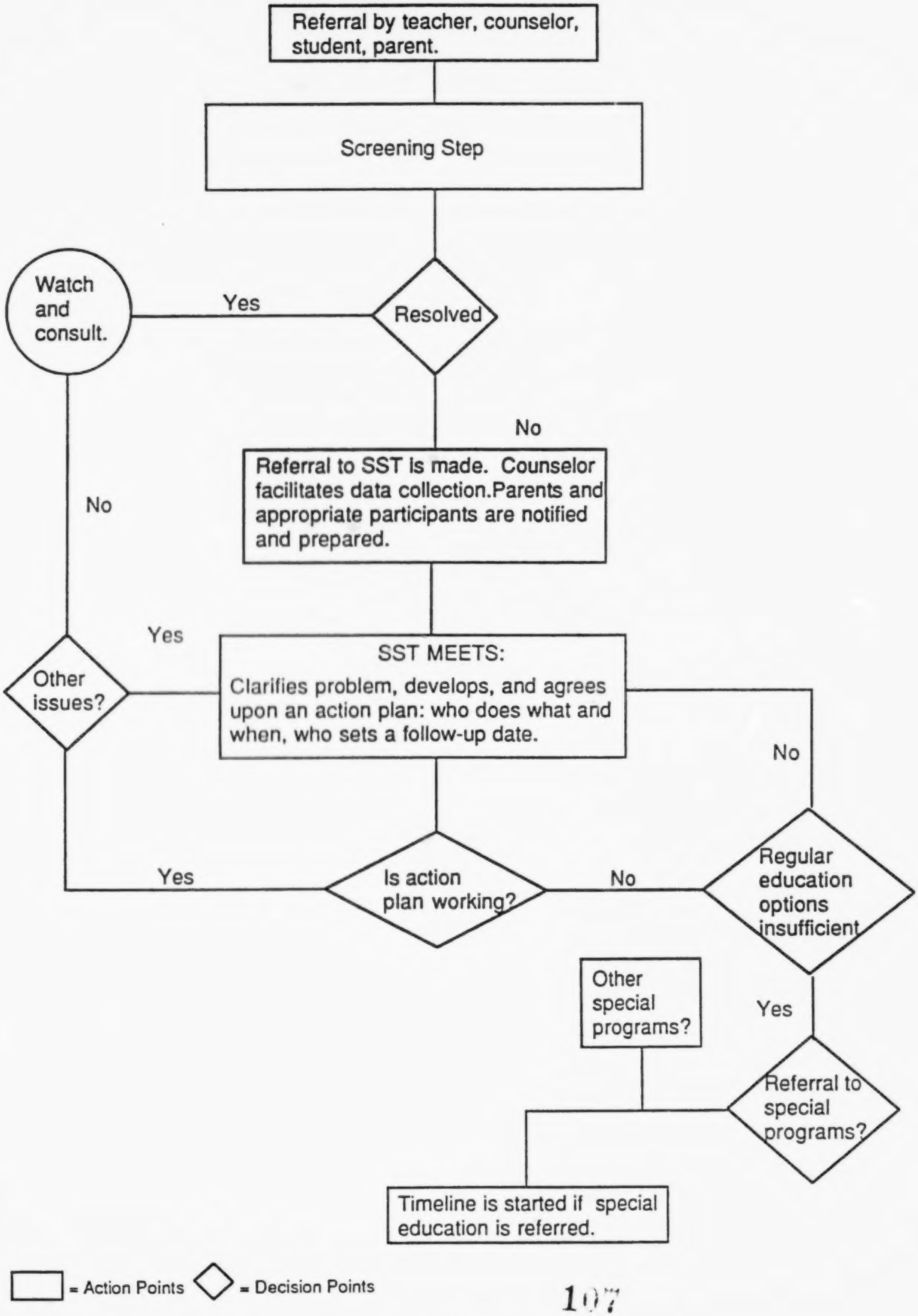
	KNOWN		CONCERNS		STRATEGIES	ACTIONS	RESPONSIBILITY	
STRENGTHS	INFORMATION	MODIFICATIONS	(PRIORITIZE)	QUESTIONS	BRAINSTORM	(PRIORITIZE)	WHO?	WHEN?
							FOLLOW-UP DATE	

SST PROCESS FLOW CHART


Referral by teacher, counselor, student, parent.
Principal and teacher confer and determine preliminary action plan and data collection. Parent consulted.
Resolved
Yes
Watch and consult.
No
Referral to SST is made. Referring teacher or counselor prepares data. Parents and appropriate participants are notified and prepared.
No
Yes
Other issues?
SST MEETS:
Clarifies problem, develops, and agrees upon an action plan: who does what and when, who sets a follow-up date.
No
Yes
Is action plan working?
No
Regular education options insufficient
Yes
Other special programs?
Referral to special programs?
Timeline is started if special education is referred.
= Action Points
= Decision Points

SST PROCESS FLOW CHART

SECONDARY


Referral by teacher, counselor, student, parent.
Screening Step
Watch and consult.
Yes
Resolved
No
No
Referral to SST is made. Counselor facilitates data collection.Parents and appropriate participants are notified and prepared.
Yes
Other issues?
SST MEETS:
Clarifies problem, develops, and agrees upon an action plan: who does what and when, who sets a follow-up date.
No
Yes
Is action plan working?
No
Regular education options insufficient
Other special programs?
Yes
Referral to special programs?
Timeline is started if special education is referred.
= Action Points
= Decision Points

FLOW CHART DESCRIPTION
SST Referral Sequence

STEP ONE

Elementary Teacher and Parent Meeting
Secondary: Counselor, Student and Parent Meeting

1. Discuss specific concerns
2. Identify previously tried modifications
3. Develop written action plan for modifications
4. Establish a date to review program modifications
5. If program modifications prove ineffective, teacher or counselor implements Step Two.

STEP TWO

Elementary: Teacher and Site Administrator Meet

1. Evaluate the results of Step One
2. Program modifications are attempted based on administrator/teacher conference and/or student observations, etc.
3. Parents are to be made aware of school's continued concern, and the present plan
4. A date to review program modifications is established
5. A referral is made to the Student Study Team if modifications prove ineffective.

Secondary: At the secondary level an individual (usually the counselor or vice-principal) is selected to serve as the SST Coordinator who will;

1. Receive referrals to SST
2. Evaluate results of Step One
3. Decide whether an SST meeting will be held, based on criteria set by the school site team.

STEP THREE: Student Study Team

1. Teacher preparation is completed by teacher or counselor and student's name is placed on the agenda
2. Appropriate participants are notified
3. The referring teacher or counselor is responsible for seeing that the parent and student is contacted about attending the SST meeting and prepares them to participate

4. Chairperson sends written notification to parent
5. The day before the SST meeting, parents are contacted to remind them of the meeting
6. Site administrator or designee will chair the Student Study Team at regularly scheduled meetings
7. Team meets, discusses the case and makes recommendations
    a) Further modifications can be implemented with assistance from consultants, i.e., psychologist, speech and language specialist, curriculum consultant, school and community resources, nurse, etc., if appropriate OR
    b) Referral process for special education assessment is initiated, if appropriate.

*DEFINED ROLES FOR TEAM MEMBERS**

FACILITATOR/CHAIRPERSON*

BEFORE MEETING

Coordinates logistics before and after meeting.

Notifies team members of meeting time, place, and students scheduled.

Insures parent and student are prepared.

Knows available resources and how to access them.

Assumes ultimate responsibility for group decisions.

DURING MEETING:

Primary role is to facilitate, not to present information.

Stands in front of group.

Accountable for time; appoints timekeeper.

Helps recorder take accurate notes.

Checks for meaning/understanding.

Encourages input from all team members by asking "any additions? any questions?"

Keeps group focused on task.

Asks for specifics, not generalities.

Is positive, compliments group.

Is nonjudgemental, encourages others to be nonjudgemental.

Diffuses emotionally charged statements.

Sees that team prioritizes concerns and actions.

Helps team find win/win solutions for teacher, student, parents.

Expects accountability for group decisions.

**Facilitator and Chairperson may or may not be the same person.*

RECORDER

Listens carefully for the key words and ideas to be recorded.

Writes the input on the Student Study Team summary.

Organizes the information in the appropriate columns.

Doesn't change the meaning of what was said.

Asks for clarification, gets accurate information on the summary.

Captures basic ideas.

Makes corrections nondefensively.

Writes legibly and quickly.

Shortens words, abbreviates.

Isn't afraid to misspell.

Uses colors as a visual aid.

Uses circles and arrows to connect related information.

TEAM MEMBER

Respects and listens to other individuals.

Does not cut other people off or put words in their mouths.

Questions any statement they feel is not accurate.

Helps recorder remain neutral and makes sure ideas are being recorded accurately.

Uses facilitative behaviors as needed.

Focuses energy on content of the Student Summary

Helps group stay on task.

Serves as timekeeper or observer as needed.

Comes prepared with information on student.

Avoids side conversations.

Looks for similarities/discrepancies in the information.

Is accountable for agreed upon actions.

Does not make commitments for people who are not present in the meeting.

May also copy SST summary on a small sheet

RULES FOR BRAINSTORMING

In the training the participants are reminded of the rules for brainstorming and practice the procedure before doing the the brainstorming for the strategies section of the Student Study Team summary.

Remember the four rules for brainstorming:

1) the more ideas, the better
2) the wilder the ideas, the better
3) look for opportunities to "hitch-hike" by building on others' ideas
4) no questions, no elaboration or evaluation - until later.

The whole idea is to relax the censor inside our own heads so that the creative thinking can run free. Have fun! Brainstorm ideas are written on newsprint, not set in stone. You'll have a chance later to discuss, adjust, edit, and decide.

Use the brainstorm list for action planning:

1) look over the list
2) select ideas that emerge from the list that seem workable
3) you may want to combine ideas
4) prioritize and select actions.

REFERRING TEACHER PREPARATION

Elementary

The referring teachers will be aware that the other team members will expect them to have background information. The referring teacher should have seen a blank SST summary sheet.

MATERIALS TO BRING:

1. Cum folder
    a. information regarding parent contacts
    b. previous test data
    c. hearing and vision screening results
2. Recent work samples
    a. spelling
    b. reading
    c. math
    d. language

BE READY TO DISCUSS THE FOLLOWING:

1. Reason for referral and a specific statement of the problem or problems
2. Areas of student strengths and weaknesses
    a. Academic skills

       Examples: Good in math, loves to do handwriting, enjoys art, good in sports, difficult time reading textbooks, unable to phonetically sound out words, handwriting poor.

    b. Classroom behavior: Peer relationships, adult relationships, work habits

       Examples: Very cooperative, willing to please, chosen by classmates to be a leader, doesn't complete work or turn it in, poor study skills, talks a lot.

CHECKLIST OF ELEMENTARY MODIFICATIONS

______________ Student's Name
______ Date
______________ School
__________ Grade
__________ Teacher
__________ Subject

____

ENVIRONMENTS

__ study carrels
__ change setting
__ reduce distraction where possible
__ change class assignment
__ change groups
__ create more physical space for learner
__ consider physical health problems
__ cross/age tutors
__ special study area
__ other

MATERIALS

__ use different materials, tapes
-manipulatives
-task cards
__ use diagnostic materials
__ learning games
__ computer
__ typewriter
__ district continuums
__ other

ASSIGNMENT

__ simplify
__ shorten contracts
__ buddy system
__ use of notebooks for assignment
__ copying for visual/motor reinforcement
__ alternative assignment structure
__ extend time
__ other

TEACHING TECHNIQUES

__ vary voice volume as required
__ use eye contact
__ use hands on shoulder contact
__ reduce stimulation amount/degree when appropriate
__ teacher circulates around room
__ repeat instructions
-same way
__ list assignments and/or instructions on board
__ use behavior modifications
__ use visual aides in giving instructions (overhead/board)
__ teach study skills
__ limit number of oral instruction
__ other

MISCELLANEOUS

__ confer with other school personnel
__ keep work samples
__ achievement testing
__ review cum folder
__ parent contacts
__ referral to office
__ referral to _______
__ refer to SST
__ other

List under "other" anything else tried with this student.

Other modifications ____

____

Please indicate any of above which have been used. *Circle any which have been successful.*

Please return by _____

REFERRING TEACHER (OR COUNSELOR) PREPARATION

Secondary

The referring teacher will be aware that the other team members will expect them to have background information. The referring teacher should have seen a blank SST summary sheet.

MATERIALS TO BRING:

1. Records of student's functioning
2. Recent work samples

BE READY TO DISCUSS THE FOLLOWING:

1. Reason for referral
    a. Specific statement of the problem or problems
2. Areas of student strengths and weaknesses
    a. Academic skills as observed in class

    Examples: Good in math, enjoys art, good in sports, difficult time reading textbook, handwriting poor.

    b. Classroom behavior: Peer relationships, adult relationships, work habits.

    Examples: Very cooperative, willing to please, chosen by classmates to be a leader, doesn't complete work or turn it in, poor study skills, talks a lot.
3. What do you expect to get out of this meeting?

CHECKLIST OF SECONDARY CLASSROOM MODIFICATIONS

Student ____________ Date ______ School ____________ Grade ________ Teacher ________ Subject ____________

ENVIRONMENT

__ clarify rules
__ change seating
__ reduce distractions where possible
__ change class assignments
__ change groups
__ create more physical space for learner
__ consider physical health problems
__ cross/age tutors
__ special study area
__ modify schedule
__ add structure
__ other

MATERIALS

__ use different materials
__ tapes
__ concrete
__ materials
__ computer
__ typewriter
__ use calculator
__ district continuums
__ other

ASSIGNMENT

__ simplify
__ shorten
__ individual contracts
__ buddy system
__ use of note-books for assignments
__ alternative assignment structure
__ extend time
__ use of tape recorder
__ other

TEACHING TECHNIQUES

__ vary voice volume as required
__ use hand on shoulder contact
__ reduce stimulation amount/degree when appropriate
__ teacher circulates around room
__ repeat instruction same way
__ list assignments and/or instructions on board
__ use Behavior Modification
__ use visual aids in giving instructions (overhead/board)
__ other

INSTRUCTION/ PROGRAM

Alternative Strategies
__ Cooperative Learning
__ Instrumental Enrichment
__ Stratategies Intervention Model
__ other (specify)

Direct Instruction Program
__ corrective reading
__ corrective math
__ morphographic spelling
__ small group instruction
__ other (specify)

Study Skills
__ listening and notetaking
__ other (specify)

MISCELLANEOUS

__ confer with other school personnel
__ keep work samples
__ achievement testing
__ review cum folder
__ parent contact
__ referral to office
__ referal to ______
__ refer to SST
__ other

Please indicate any of the above which have been used. *Circle any which has been successful.*

WHY SHOULD THE SST INCLUDE THE PARENT?

In most cases, the teacher and the parent spend the most time with the student; they know him/her better than anyone else does.

The parent often holds the key to vital information needed and provides another viewpoint for planning an effective program.

Many students are very different in the home environment than they are in the school environment. It is important for the team to consider these differences as they relate to planning the total school program.

The parent's presence on the team encourages the team to focus on the student's strengths.

The participation of the parent encourages increased awareness of alternative approaches to handling problems at home...it's a training vehicle for everyone.

The parent's knowledge of the problem at an early stage often helps to eliminate the problem.

With parent awareness of the school's concern for the welfare of their child, there can be greater support for public education, in general, and the school, specifically.

SO . . . WHY NOT?

THE PARENT AS PARTICIPANT IN THE SST MEETING PROCESS

The parents should be contacted personally by the teacher or principal, inviting them to participate. Contact may be followed up with a letter. Sample letters are included in the appendix.

Please Note: For purposes of the training meeting, please give the parent directions to the training site if it is not at the home school.

The contact person should explain that the SST is a problem solving meeting not a disciplinary meeting. It is an opportunity for school staff and the parents to share in a process which looks at a student's strengths as well as concerns in order to help the student succeed at school.

The contact person should explain what will happen at the meeting and who will be participating. Share a blank copy of the SST summary sheet with the parents before the meeting which will help them understand the format.

Parents should be informed that they are a part of the team and have necessary information and opinions regarding their child. They will be asked to complete a preparation sheet and bring it with them to the SST meeting. They also need to know their input is essential for forming a realistic action plan.

If parents are unable to attend the meeting, make sure that prior to the meeting, someone on the team secures the necessary information. The information should be recorded on the SST summary. A team member should be assigned to review the results of the meeting with the parent, using the completed SST summary sheet.

At the Student Study Team meeting, seat the parent and student next to a teacher or staff member they already know. All persons present at the meeting introduce themselves and their roles. Use of name tags at the meeting is also helpful for the parents.

It is important that they be told about the time allotted for the meeting and that a time keeper will be used. At the beginning of the meeting tell the parent it will be unnecessary to take notes. They will receive a small copy of the completed SST summary.

PARENT PREPARATION FOR SST

Note: Please complete this sheet and bring to the SST meeting.

1. Things I really enjoy about my child (his/her STRENGTHS) are:

2. Activities I think my child likes best are:

3. My concerns about my child are:
   a. At school
   b. At home
   c. Other

4. Types of discipline I find to be most effective with my child are:

5. Expectations I have for my child are:

SUGGESTIONS FOR MAXIMIZING PARENT PARTICIPATION

Because of our culturally and economically diverse school districts some families face typical barriers that make participating in their child's educational program difficult. Some common issues that may need to be explored are:

Communication problems

Transportation problems

Babysitting problems

Lack of time

Lack of understanding of the system

Feelings of inferiority

Feeling that the problems won't be resolved

Language and/or cultural differences.

Brainstorming solutions might be a joint project between the SST members, other faculty members, PTA, or School Site Councils. A good resource is *But I've Tried Everything.* This is a guide designed for special educators but the problems and solutions remain the same for all educators who believe in parent participation. It can be ordered (in English or Spanish) from the:

San Diego State University Foundation
c/o Eleanor W. Lynch
Department of Special Education
San Diego State University
San Diego, CA 92182

PARENT AS A RESOURCE TO THE SST

There are many reasons why it may be difficult for parents to attend meetings at school, even when they are highly motivated to do so. For this reason a local parent who has been through a Student Study Team training or who has been familiarized with the process is a valuable resource to a school site team. This person could be a parent volunteer coordinator, community liaison, or active PTA or Parent Club member. They can assist the team in many ways, such as:

Investigating the option of babysitting for children of parents who would be attending an SST meeting. Some options could be the use of parent volunteers, students, and senior citizens.

Investigating how transportation could be provided for a parent to attend an SST meeting if they had no means of getting to the school.

Being available to talk with a parent who may be apprehensive about attending the meeting and sharing with them their information about what an SST meeting is and what kinds of information they would want to share with the team.

In some areas there is a concern about relations between the local school and parents. Parents may not want to attend school meetings. Contacts could be made with ministers and other community leaders explaining what SST meetings are all about. They may be willing to encourage parents to participate in meetings concerning their child.

Assist the team in familiarizing themselves with resources that may be available to students and parents within their local community (not necessarily provided by the school district). It is important that in action planning for a variety of students that a thorough knowledge of these resources be available to team members.

ELEMENTARY STUDENT WORKSHEETS

The attached sheets are used to prepare the student before the team meeting.

The teacher should explain the process of the team meeting to the student and the importance of his/her input. It is a valuable experience for the student to write out his/her goals with the assistance of a supportive adult.

This is an excellent way to prepare the student who will be attending the SST meeting. It is equally important to get information from the student who cannot be in attendance because that input is essential for the team's problem-solving process.

IMPORTANT TOPICS FOR DISCUSSION
ELEMENTARY STUDENTS

1. Tell about the things you do best

2. In what areas are you having problems and want more help?
   a. In school
   b. At home
   c. With your friends

3. Talk about ways you have found that help you learn best. (For example, do you remember things better when you hear about them or see them?)

4. At your Student Study Team meeting listen to what the others are saying.
   a. Do you agree?
   b. Do you disagree?
   c. Do you have other ideas?
   Please share them.

ELEMENTARY STUDENT WORKSHEET

1. At school, activities I really like

____

2. The activities I like most away from school are

____

____

3. The subjects I am best at:

    a. ______________________

    b. ______________________

    c. ______________________

4. I learn best when ______________________

____

5. I want more help with these school subjects:

    a. ______________________

    b. ______________________

6. If I could change one thing about school, it would be

____

7. My teacher, the principal, my parent(s), and I are having a meeting about me because

____

8. When I do things well, I like to do or get

____

9. When I grow up, I would like to be a

____

10. One of my strengths is

____

SECONDARY STUDENT WORKSHEETS

The attached sheets are to be used to prepare a student to participate in the Student Study Team meeting.

The counselor and/or the teacher should discuss the process of the team meeting with the student and the importance of his/her input. It is a valuable experience for the student to write out his/her goals with the assistance of a supportive adult. This activity becomes a significant vehicle for communication between the student and adult.

Student participation in the team meeting would be appropriate in upper elementary grades and critical at the intermediate and high school levels.

SECONDARY STUDENT WORKSHEET

AT SCHOOL:

1. I really enjoy

2. One of my strengths is

3. The things (activities, vocations, subjects, etc.) I want to know more about are

4. Things I like best about school are

5. Things I don't like about school are

6. a. Changes I would like to make at school

   b. Within a class or classes

AT HOME:

1. My family (the people who live in my house) consists of
2. I get along best with
3. The person I like to talk to most is
4. The person who helps me learn is

IN THE FUTURE:

When I finish school I would like to have one of the following jobs:

1.
2.
3.

What I am doing right now to get myself ready for a job when I finish school is

AT HOME:

1. My family (the people who live in my house) consists of
___

2. I get along best with
___

3. The person I like to talk to most is
___
___

4. The person who helps me learn is
___
___

IN THE FUTURE:

When I finish school I would like to have one of the following jobs:

1.
2.
3.

What I am doing right now to get myself ready for a job when I finish school is
___
___

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The three most important goals I have for this year are:

1.

2.

3.

In order to achieve my goals, I plan to

STUDENT STUDY TEAMS WITH LEP STUDENTS

Pages V-63 through V-65 are handouts used during the training when issues regarding a language minority student are addressed. These students are also referred to as limited English proficient or LEP students. For more information see Bilingual/Bicultural Considerations in Section III.

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ADDITIONAL CONSIDERATIONS FOR SST DEALING WITH LEP STUDENTS

1. COLLECT DATA REGARDING PROGRESS IN THE PRIMARY LANGUAGE AS COMPARED TO ENGLISH.
2. COLLECT DATA REGARDING PROGRESS IN ACQUIRING ENGLISH AS A SECOND LANGUAGE.
3. COORDINATE SERVICES THE LEP STUDENT IS RECEIVING (CHAPTER I, TITLE VII, ESL, PRIMARY LANGUAGE INSTRUCTION AND REGULAR EDUCATION).
4. DISCUSS APPROPRIATE TIME TO REFER STUDENTS FROM PRIMARY LANGUAGE INSTRUCTION TO ENGLISH LANGUAGE INSTRUCTION.
5. PRIOR TO REFERRING A STUDENT FOR A SPECIAL EDUCATION ASSESSMENT, COLLECT DATA TO ANSWER: HAS THE STUDENT HAD A REASONABLE OPPORTUNITY TO LEARN?

STUDENT STUDY TEAMS WITH LEP STUDENTS

In addition to the regular Student Study Team members, the team should also include the:

Bilingual Teacher

Bilingual Aide

Migrant Education Staff

Chapter I Staff

ESL Teacher

STUDENT STUDY TEAMS WITH LEP STUDENTS

STUDENT STUDY TEAM SUMMARY

1. *Identifies Key Student Information*:

NAME SCHOOL AGE

GRADE BIRTHDATE DATE

ADDITIONAL INFORMATION NEEDED FOR LEP STUDENT

PRIMARY LANGUAGE LANGUAGE PROFICIENCY DATA

LANGUAGE OF HOME TYPE OF BILINGUAL PROGRAM

2. *Records Important Data Regarding Student from Which Decisions are Made*

STRENGTHS AREAS OF CONCERN

KNOWN MODIFICATIONS QUESTIONS TO BE ANSWERED

ADDITIONAL INFORMATION NEEDED FOR LEP STUDENT

SAME AS ABOVE ONLY DESIGNATE BY LANGUAGE, I.E. STRENGTHS IN SPANISH AND ENGLISH, AREAS OF CONCERN IN SPANISH AND ENGLISH, ETC.

3. *Lists Steps to be Taken Based on Date (Action Plan)*

4. *Identifies Who Will Carry Out Each Step and by When*

THE STUDENT STUDY TEAM COACH

Research says, our experience shows, and common sense dictates that coaching is an integral part of any training program - an absolute essential to insure implementation. Consistent, skilled implementation is essential to a positive system change.

The coach of an SST functions in much the same way as a coach of an athletic team. A coach is one who knows how the game is played, observes the players in action, and gives feedback on how the team and individuals can improve their performance. **Practice without feedback makes us more proficient in our mistakes.**

1. Coaches provide:
   a) Assistance while school site teams are being trained
   b) Feedback and support to school site teams after training.

2. Coaches agree to:
   a) Meet with trainers prior to the training to discuss their role and their needs for training

   b) Attend training

   c) During the training, they will
      1) observe trainers coaching a team,
      2) observe team meetings and give feedback during meeting, according to criteria, and assist with team debriefing.

   d) After training, attend two (2) meetings at school site as observer and give the team feedback. Attending additional meetings and/or other kinds of support is negotiable.

SST MEETING COMPETENCY CHECKLIST

SCHOOL SITE: ______________________________ MEETING DATE: ______________

TEAM MEMBERS PRESENT: (circle attending) student's teacher, peer teacher, principal, vice-principal, counselor, resource specialist, SDC teacher, reading specialist, psychologist, speech/language specialist, ESL teacher, nurse, parent, student, other ______________________

FACILITATOR: ________________________ RECORDER: ________________________

Check (√) if competency observed. No check (√) will indicate not observed. Comments may be written on the right hand side.

	COMPETENCY	SPECIFIC OBSERVATIONS (commendations or concern)
MEETING PREPARATION		
	Appropriate meeting place arranged ahead of time	
	Equipment and furniture ready for meeting	
	Meeting place free from interruption	
	Team members notified and prepared.	
	Parent(s) personally invited and have filled out prep sheet	
	Student has filled out worksheet	
TEAM ROLES		
Facilitator:		
	Makes introductions	
	Explains process and purpose of meeting	
	Stands in front of the group	
	Appoints timekeeper	
	Assists Recorder	
	Helps group stay focused	
	Helps group move to closure	

Recorder:		
	Writes succinctly the essence of what is said	
	Shortens, abbreviates	
	Checks when there is a question	
	Writes legibly	
	Keeps information organized	
	Uses colors to highlight information	
Group Members:		
	Function as a team more than individuals	
	Make sure information is recorded accurately	
	Avoid side conversations	
	Assume responsibility for actions when appropriate	
	Assist facilitator with process without taking over	
MEETING DYNAMICS		
	Parents encouraged to participate	
	Student encouraged to participate	
	Team members and facilitator spot generalizations and ask for specific observable facts	
	Concerns prioritized	
	Strategies brainstormed	
	Participants encouraged to be creative in generating strategies	
	Actions shared by team members, including parents and student	
	Persons responsible for actions identified on SST summary	
	Follow-up meeting date set	
	Arrangements made for parent and student to get copy of SST summary	
	Meeting completed in 30-45 min.	

TIME MANAGEMENT

Basic Truths

- Successful people, or famous people that you admire have the same twenty-four hours in their day. You are equally rich in time available.
- A good time manager does two things well, makes good decisions and thinks creatively.
- You tend to make time in your life for things that have personal value or add meaning to your life.

TIME MANAGEMENT FOR STUDENT STUDY TEAMS

Good Preparation

- Meetings are scheduled on a regular basis at a convenient time.
- Team members know the "Where, When, and Who will attend" for each meeting.
- The parent and the student have been prepared by the appropriate team member(s).
- Team members arrive at the meeting prepared to participate with their expertise or their data, which ought to include at least one classroom observation.

Good Meetings

- The meeting place is comfortable, inviting, well-ventilated, quiet, and *most important*, free from interruptions.
- Room is set up ahead of time with SST summary sheet filled out with names, etc.
- Team spirit means that all members arrive on time, ready to start.
- A timekeeper is appointed to let the group know when half the time (15 min.) is over and when a half hour has passed. This frees the facilitator to concentrate on the group process.
- The concerns are prioritized before brainstorming strategies. This helps the group clarify their shared concerns and choose a limited number for potential action.
- Team members will want to upgrade their skills and vary their experiences by having the opportunity to facilitate or record or other tasks that are needed.
- Team support for time management is increased by frequently asking a member to observe and give feedback on their perception of the meeting.

SST IMPLEMENTATION PLAN WORKSHEET

School ____________________ Phone # ____________

Team membership: ____________________

____

____

____

____________________ COACH: ____________________

Meeting place ____________________

Day ____________________ Time ____________

Inservice for faculty (when - how) ____________________

____

Inservice for parents ____________________

Referral procedures ____________________

Student Study Team summary, how will you store them? Who will have a copy?

Small sheet ____________________

Large sheet ____________________

Plans for ongoing evaluation of:

Team Process: ____________________

____

Student Progress: ____________________

____

Coaching visits (dates) ____________________

District evaluation plan suggestions ____________________

____

SECTION VI

IMPLEMENTATION AND EVALUATION

IMPLEMENTATION

What is Necessary for Successful Team Operations?
Once a Team is Established and Functioning Successfully, How can its Continuation be Assured?
SST-Insuring a Landing - A Guide for Site Implementation

EVALUATION

Student Opinion Survey
Student Study Team: Data Considerations
Student Study Team Log Form (San Francisco USD)
Student Study Team Survey (Pittsburg USD)
Student Study Team Checklist
SST Evaluation Questions and Summary of Results (Mt. Diablo USD)
SST Evaluation Study (Los Angeles USD)

WHAT IS NECESSARY FOR SUCCESSFUL TEAM OPERATION?

Functioning

A functioning staff support team does not "happen" automatically. The fact that the decision is made and the commitment is there to form a team is not sufficient to guarantee its successful establishment, operation, and integration into the system. There are two areas which need to be addressed while establishing a team to insure its effective functioning. The members need to work together to develop both a collaborative team structure and a set of operating procedures, and, as a team with a particular method of operating, they must offer a viable service to the staff in the school. This section of the monograph outlines these two areas of development and what factors need to be considered in each if a staff support team is to function successfully.

> *The staff support team members need to work collaboratively to develop both a team and a set of operating procedures.*

1. Clarity of mission
    - A. The team needs a philosophy that:
        1. Assures the creation of a team service that will meet the needs of staff and students.
        2. Defines the parameters for establishing goals.

Clear goals

- B. The team needs clearly defined goals:
    1. That are attainable.
    2. That minimize unrealistic expectations by team members and staff.
- C. The team needs clearly defined authority—what it can and cannot do—so that

Clear authority

1. The team is not in conflict with existing authority.
2. The team is not in an adversarial relationship with any other groups or individuals.
3. The team will only make decisions on which it can effectively act or will refer individuals to other resources.

2. Collaborative team structure—mutuality.[15]
    - A. Members need to recognize and accept the fact that they are a team.
    - B. Members need to develop positive interdependence—mutuality—through:
        1. Resource interdependence, i.e. an appreciation that each member has skills, and talents that are needed by the team.

Mutuality
Interdependence

2. Goal interdependence, i.e. that there is consensus, agreement about the goals.
3. Reward interdependence, i.e. that team, not individual, effort is rewarded.

---

[15] Many people assume if you are part of a team you have skills to function that way. Few people have ever learned how to function in a cooperative. Those who have collaborative skills need to learn how to apply them in this particular situation. For an elaboration of the importance of cooperative interaction and its effects, see D. Johnson and R. Johnson, *The Key to Effective Inservice: Building Teacher-Teacher Collaboration*, listed in the Bibliography.

Pages VI-3 through VI-15 have been taken directly from School Based Staff Support Teams: A Blueprint for Action, a product of the ERIC Clearing House on Handicapped and Gifted Children, Council for Exceptional Children, 1982, pages 13-17.

3. The members need to be competent in specific skills and knowledgeable in specific content area information.
   A. The team members need skills in order to work together effectively and to maintain relationships on the team.

Collaborative skills

      1. Trust building: trusting and trustworthiness.
      2. Communication: sending and receiving.
      3. Leadership: task performance and maintenance of team.
      4. Conflict resolution.
      5. Evaluation: giving and receiving feedback.
   B. The team members need knowledge and skills in order to achieve their task.

Knowledge in specific content areas

      1. Specific information (e.g., behavior change strategies, informal assessment techniques): the basis of the solutions they generate with staff.

Consultation skills

      2. Consultation: the process by which they share in problem solving with staff and learn how to use outside resources.

Shared leadership function

      3. Shared leadership function.
         a. One or more individuals are needed to get the team started in the beginning.
         b. One or more individuals are needed to insure that the team continues toward personally satisfying and effective accomplishment of shared goals.

4. A set of mechanics to initiate and maintain task functioning.[16]
   A. The team needs to determine operating procedures including:

Operating procedures

      1. What is the best time (for members and staff) for meetings?
      2. How long should meetings be?
      3. What will the agenda be and how is it determined?
      4. How can the work be both productive and pleasant?
      5. Who will carry out which leadership functions?
      6. Who will do follow-up consultation?
   B. The operating procedures need to be feasible and efficient.
      1. Meeting time and location need to be convenient to team members.
      2. Meetings should allow sufficient time to talk about organizational details and meet with staff.
      3. Disincentives for participating on the team should be diminished until they are far outweighed by incentives.

Clear agenda

   C. Each meeting should have a clear agenda, preferrably known ahead of time by the team and also by faculty so that any interested staff could participate with the approval of the teacher(s) requesting service.

5. A system of rewards.

Rewards

   A. The team members need jointly owned, tangible or intangible rewards for participating on the team.
   B. The rewards for participating need to be greater than the time and energy required.

---

6. Ideally, a minimum of a one-day meeting should be held (preferably off-site and away from pressures of daily work) to provide initial orientation activities and training to help a new team get organized.

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6. Monitoring mechanisms.
   - A. The team needs to develop a dynamic assessment process to determine:
     1. Team needs for:
        - a. Training
        - b. Resources
        - c. Technical assistance.
     2. Staff needs for:

Needs assessment

        - a. On-the-spot consultation
        - b. Long-term inservice training via seminars, discussions, workshops, etc.
   - B. The team needs to maintain a short written record of its activities and decisions to allow for a periodic review and assessment of progress and to keep staff informed of its activities.
   - C. The team needs to develop an objective, ongoing process (written or verbal) to determine how well it is functioning, how well it is meeting staff needs, and what it needs to do to be even more effective,[17] including:

Documentation

     1. How members are working together as a team?
     2. How effectively they are offering their service to staff?
   - D. The team needs to determine who will be responsible for collecting the assessment and evaluation data.

7. An administrative support base for actual functioning of team.
   - A. The team needs *active* support from the building administrator to work out issues and problems such as scheduling classroom coverage.

Administrative support

   - B. The administrator needs to facilitate linkages with or access to other resources.
   - C. The administrator needs to actively support the team's integration into the overall system.
   - D. The administrator on the team should encourage other members' contributions and sense of accomplishment by allowing leadership functions to be shared among team members.

8. A superstructure support base if multiple teams are established in a district, cooperative, collaborative.
   - A. The teams should have an individual or individuals either from within the system's administration or from outside the system to provide support by:
     1. Answering questions.
     2. Responding to issues and problems encountered.
     3. Monitoring progress.

Superstructure support base for multiple teams

   - B. The team should have a mechanism for meeting together on a regular basis to:
     1. Share ideas and procedures that have proven successful.
     2. Discuss problems or issues that arise.

---

[17] For an elaboration of an evaluation plan of one team model, see S. Stokes Kieran and P. Axelrod, *Inservice Training for Educators of Children with Special Needs: Evaluation Considerations*, Appendix E.

The team must offer a viable service to staff.

1. Accessibility of service.
   A. The team should meet regularly once a week so service is avail-as need arises.
   B. The meetings should be at a time convenient for all staff.
   C. The meetings should be of sufficient length in order to:
      1. Meet the needs of staff members requesting consultation at any given meeting.
      2. Prevent a backlog of concerns.
   D. The meeting time and location should be the same time each week so staff can count on consistency.

Accessible service

   E. The team needs to develop a system for responding to multiple, simultaneous requests for service, including a determination of:
      1. Who selects which requests are given top priority?
      2. On what basis is the selection made?
      3. How will requests be managed that, for temporary lack of time, cannot be met during regularly scheduled meetings?
   F. The staff needs to be made aware of when and where the team meets and how they can avail themselves of its services.
   G. If follow-up consultation is offered, individuals on the team need to be skilled at and be available to do follow-up consultation.
   H. If service is offered, the team needs to regularly review the status of that service.
2. Benefits of utilization of team.
   A. The team needs to establish and maintain a good record of credibility and performance.

Beneficial service

      1. The team must establish and maintain a high level of trustworthiness with staff.
         a. Focus of meetings needs to be the problem or issue not the competence of the staff member requesting assistance.
         b. The message conveyed should be, "This is a safe place to take a risk and bring your needs."
      2. The team needs to establish and maintain a good record of meeting staff needs including following through until completion on any issue/problem addressed.
   B. The team members need to have good consulting and problem-solving skills in order to be able to utilize content area expertise effectively.

Multidisciplinary background and expertise

   C. The team needs to be able to meet a wide range of staff needs in specific content areas.
      1. Members' need to have breath of background training and expertise particularly in education, special education, and psychology to address a wide variety of issues or problems.

Link with supplemental resources

2. There should be back-up resources available to supplement the expertise of teams, e.g., if a reading specialist is not on the team, one should be available to attend a meeting or consult with the team on a case specific or issue specific basis.

D. The sum total of the team efforts should create a service the benefits of which far outweigh any risks staff might feel when requesting service.

3. Administrative support of the value of the service.

A. The team needs *visible* support of the building administrator to lend credibility to its work with staff.

Administrative support

B. The team needs the support of the building administration to actively diminish the risks felt by staff members who bring needs to a team whose membership includes an administrator.

Functioning —

1. *Two areas need to be addressed:*

   a. *The members need to develop a collaborative team structure and a set of operating procedures, and*

   b. *the team needs to offer a viable service.*

2. *Administrative support for the service provided by the team as well as for its actual functioning is essential.*

3. *Leadership functions of getting work done and keeping the group in good working order must be taken care of, but can be done by one or more members of the team.*

4. *A new approach always takes more time initially but will eventually save time.*

ONCE A TEAM IS ESTABLISHED AND FUNCTIONING SUCCESSFULLY, HOW CAN ITS CONTINUATION BE ASSURED?

Maintenance

Every building-based staff support team is both a collaborative group and a provider of services. In order for it to be successful and last, it has to be able to do two things: (1) keep the team members working well together, and (2) provide a useful service to the rest of the staff. Therefore, attention must be paid to both the group or team needs and the task or service needs. The chart on the opposite page illustrates the critical team/group needs and task/service needs that need to be addressed if the team is to be maintained. Since there are two areas of maintenance, the chart is divided into two parts. The left side outlines what a team needs to keep healthy interpersonal relations. The right side, what a team needs to address in order to provide its service and, thereby, accomplish its task. Since both areas of team maintenance must be addressed simultaneously, the two sections of the chart have been placed side by side. Because team structure needs to be attended to in order to maintain the team *and* the task, this need has been placed over the mid-line of the chart where it can extend into each half.

Maintenance —

1. *While the team is providing services it should not neglect itself and its own development.*
2. *Rewards need to be higher than the costs—for those who serve on the team and those who seek its services.*
3. *Evaluation should be an integral part of the team's procedures and the basis for that process should be agreed upon goals which can be attained.*

Pages VI-9 through VI-10 have been taken directly7 from School Based Support Teams: A Blueprint for Action, a product of the ERIC Clearing House on Handicapped and Gifted Children, Council for Exceptional Children, 1982, pages 18-19.

MAINTENANCE

TEAM/GROUP | **TASK/SERVICE**

Team Structure

Positive interdependence/mutuality

Joint ownership of goals, tasks, resources, rewards, outcomes: Team members sick or swim together

Goal interdependence: Agreement about purpose of team

Resource interdependence: Agreement about what each member has to offer

Result/reward interdependence: We fail or succeed as a group

Group effort rather than individual effort is rewarded

Interpersonal Skills

Development of skills needed to function collaboratively, effectively:

- Trustbuilding: trusting and trustworthiness.
- Communication: sending and receiving.
- Leadership: Maintenance of interpersonal relations on the team and collaborative efforts.
- Conflict resolution.

Membership

Team composition dynamically maintained to insure representation of different ideas, areas of professional expertise, background and experiences.

New members added skillfully.

Rewards

Maintenance of system of rewards for team membership that are greater than costs of risk, time, energy.

Evaluation— Long- and Short-Range

Monitoring how well group functions as a team, including:

- Membership issues.
- Role issues.
- Skills/Deficits:
  - Communication.
  - Consultation.

Assessing need for training or other forms of assistance based on information gathered from monitoring outlined above.

Assessing usefulness of any technical assistance or training received.

Skills and Knowledge

Knowledge in specific content areas, such as behavior change strategies and informal assessment techniques, to form the basis of the solutions they offer.

Development of consultation and group process skills needed to provide a process by which they meet staff needs.

Development of shared leadership skills and distribution of responsibilities for action that help achieve tasks (e.g., public relations, record keeping) and for tasks themselves (e.g., consultation).

Update of development of new skills, techniques as needed.

Update of information about programs, resources, strategies, materials.

Activity

Setting of specific agenda for each meeting.

Rewards

Maintenance of useful service to staff such that benefits of utilizing team service outweigh costs such as risk, time, energy.

Evaluation— Long- and Short-Range

Monitoring (both formatively and summatively).

- How well team provides service to staff:
  - The process of the service.
  - The content of the service.

Assessing need for training or other forms of assistance based on information gathered from monitoring outlined above.

Assessing usefulness of any kinds of training given, such as workshops.

Accountability

Giving and receiving continual support from:

- Higher levels of authority.
- Those who are using service.

Relationships with Rest of School Staff

Maintenance of positive relations:

- Sharing common goals.
- Providing effective services
- Communicating actions of the team

Integration of Service

Demonstrating a relationship between the functioning of the team and the goals of the school, school system, the district, state, etc., such that the team becomes an integral part of the system.

SST - INSURING A LANDING
A Guide for Site Implementation

by

Lee Funk, Educational Specialist, SERN 9
Margaret Guttierrez, Parent Specialist, SERN 9
Gary Thornton, Thermalito RST/Mentor Teacher

1986

While the content of the Student Study Team training is straight forward and understandable, the application at a school site is much more complicated. Consistent use of the SST process involves a commitment by an entire staff as well as parents of a school.

The success of such a process necessitates:

- A design to promote constant parent involvement.
- A mechanism for review and continuous upgrading of the system.
- A referral method which insures the development of strategies and administrative support as close to the problem identification stage as possible.
- Dedication toward making the regular classroom a quality environment for all youngsters.
- Continuous marketing to insure that the original intent of the model remains intact.
- Ongoing staff development so that SST members can continue to upgrade skills in instructional practices as well as meeting management techniques.

The implementation phases carried out by Thermalito School District in cooperation with the Special Education Resource Network serve as an excellent model addressing the success criteria listed above. Briefly, they include:

1. A key person within the district functioning as coordinator, local expert, and advocate for the full realization of SST. This person lays the necessary groundwork for key administrators, teachers and parents, facilitates trainings and planning meetings, and serves as a watchdog to be sure the system maintains its regular education orientation.

2. Intensive training on the SST process of key district personnel (including parents). The training includes discussion of local concerns as well as meeting methods. It is concluded by development of an action plan.

3. Local site by site trainings so each school and its community has an understanding of the Student Study Team concept and format.

4. Development of a district-wide committee composed of an equal proportion of administrators, teachers, and parents (with technical assistance from SERN). The function of such a body is to institute, maintain, evaluate, and revise the process so that it remains true to the original intent. The committee concentrates upon the formulation and obtainment of district goals with respect to administrative support, teacher follow through, parent input, and community awareness.

5. Finally, a cogent and uniform tracking system must be established and maintained to insure that intervention steps are attempted prior to any SST referral and that there is follow through on action plans developed at meetings.

EVALUATION --

Once established, SST's will need to evaluate their ongoing effectiveness as a group and also their effectiveness in serving students. The following are examples of different ways to address these areas.

STUDENT OPINION SURVEY

The purpose of the student opinion survey is to gather student reactions to the SST meeting process. The data will assist you in evaluating the quality of student participation in your team meetings.

The survey can be duplicated on school stationery. An envelope will need to be attached.

STUDENT OPINION SURVEY

Dear Student,

We would like to know what you thought about the Student Study Team meeting you have just attended. Would you please answer the questions below. Place it in the attached envelope and return it to your counselor. You do not need to put your name on the questionnaire.

Your answers will help us to make our meetings better. Thank you.

Student Study Team

Read the statements below and circle YES if your agree or NO if you disagree.

1. I knew what to expect and was prepared for the SST meeting. YES NO
2. My information was taken seriously by the team. YES NO
3. I think the actions we chose will help me do better in school. YES NO
4. I would go to another SST meeting. YES NO

Please add any additional comments you may have ____________________

____

____

STUDENT STUDY TEAM: DATA CONSIDERATIONS

School ______________________ District ______________________
City/State ______________________

List of Number of:	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Yearly Total
Referrals to SST												
Referrals to Special Ed.												
Teachers making SST referrals												
Parents attending SST meetings												
Students attending SST meetings												
SST meeting held												

Other areas for data collection:

1. Products developed related to the SST, e.g., handbooks, videos.

2. Inservice trainings provided for or by SST:

- What are the needs of the group?

- What resources are available for ongoing training?

- Is there provision being made for new membership for the following school year?

- What person(s) might be available in the event that current membership changes?

3. Team Evaluation:

- Is there a process for members to:

__ evaluate team's effectiveness?

__ provide feedback to each other?

__ Self-assess?

4. Core Team Membership per school year:

Name	Position	Role on SST

5. Home and Community Networking - Who monitors and what is the process for follow-up?

6. Site, District, and Community Resources Used:

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Pupil Services
Student Study Team (SST) Log Form
(6.0)

SAMPLE - INDIVIDUAL STUDENT DATA

Contact Person Responsible for Maintaining Log ______________________

School ______________________ School No. ________

Log Dates from ____________ to ____________

HO #	Student Name	Referral Source	Birth Date	Ethnic	Date SST Referral	Date of Consent For Student Study 3.0	Date SST Mtg. #1	Outcome (See Legend)	Date SST Mtg. #2	Outcome	Date SST Mtg. #3	Outcome	Date SST Mtg. #4	Outcome
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														

A. Stop - resolved
B. Transferred or withdrawn
C. Develop/use a support system in the school
D. Develop/use a support system with community assistance
E. District Resources/Alternatives outside the school site
F. Referred for Special Program assessment, determination of eligibility; specify program
G. Other, specify in outcome box

CC: Every 2 months to:
1. Research & Eval. 170 Fell St., Rm. 14, 94102
2. Pupil Services, 1950 Mission St., Rm. 9, 94103
3. Program Administrator, Identification & Assessment, 300 Seneca St., 94112

PITTSBURG UNIFIED SCHOOL DISTRICT
STUDENT SERVICES DEPARTMENT

STUDENT STUDY TEAM SURVEY

School ____

Principal ____

1. List the regular members of your team (by position):

   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________

2. How many cases have been considered by the SST this school year? ____________

   What types of cases (retention/acceleration, discipline, etc.)? ________
   ____
   ____

3. Do you have regularly scheduled meetings? ____________

   How often? ________ Time of day ____________

   Number of cases considered per session ____________

4. Is there a periodic replacement procedure for team members? ____________ How do you orient new staff to the SST process? ____________ How do you select and train new team members? ____________

5. In which areas listed does your staff need further training?

   ________ Group process (facilitator and recorder roles)
   ________ How to include parent as participant
   ________ How to include student as participant
   ________ When to use SST (kinds of cases where effective)
   ________ Staff overview of purpose and function
   ________ Time management
   ________ Other:

6. List any other suggestions or comments.

STUDENT STUDY TEAM CHECKLIST

It is not assumed that teams will have all that the check list suggests. If all components were in place, it would be an ideal situation.

District-wide acceptance

Does the process have the backing of the: Supt.______Spec. Ed. Dir.______ other______School Board_______principal______faculty______parents______ faculty_____parents

Quality of site training and team preparation

- Was training provided?
- Was the training (preparation) satisfactory to the team?
- To the faculty?
- Are there satisfactory plans for updating skills?
- Does the team demonstrate enthusiasm?
- Does the team demonstrate depth of knowledge/skills?
- Were parents involved in the training?
- Do parents participate in the team meetings?
- Do students participate in the meeting?
- Do students complete a goals sheet or interview before the meeting?
- Does the student feel that he/she is part of the problem-solving process?
- Is there a flow chart or description of process that all understand?

Comments:____

____

Meeting Preparation

- Are meetings scheduled regularly?
- Are meetings held in a comfortable place, free of interruptions?
- Is there enough lead time so participants can arrive prepared?
- Is there adequate notification and preparation for parents?
- Does the team see itself as a problem/solving or "solutions" group?
- Does the facilitator "set the tone" with introductions and explanations as appropriate?

Comments:____

____

Team Roles

- Do they have a workable system for deciding who are consistent group members and who are on call?
- Does everyone at the meeting understand his/her purpose in being there?

– Are the facilitator and recorder separate people?

Comments:____

____

Do team members function in the manner described below?

CHAIRPERSON/FACILITATOR

- Coordinates logistics before and after the meeting.
- Notifies team members of meeting time, place, and students scheduled.
- Is aware of available resources and where to locate them.
- Helps the recorder take accurate notes. Checks for meaning for understanding with the group. Encourages input from all team members.
- Helps the groups or team stay focused on the task.
- Doesn't talk too much. Is cautious about evaluating or contributing own ideas.
- Clarifies priorities when time is short.
- Helps group move to the action column.
- Is positive. Compliments group.
- Isn't afraid to make mistakes.
- Helps the group find/win solutions for student, teacher and parents.
- Assumes ultimate responsibility for group decision.

Comments:____

____

RECORDER

- Listens carefully for the key words and ideas to be recorded.
- Writes the input on the Group Memory Sheet on the wall in front of the team.
- Doesn't change the meaning of what was said, yet works with the facilitator to get clarity and synthesis.
- Tries to capture basic ideas, the essence.
- Doesn't contribute own ideas.
- Makes corrections non-defensively.
- Writes legibly.
- Writes fast.
- Isn't afraid to misspell.

Comments:____

____

GROUP MEMBER

- Respects and listens to other individuals.
- Doesn't cut other people off or put words in their mouths.
- Keeps an open mind. Looks for similarities and discrepancies in his/her own perception and the perceptions of other team members.
- Helps recorder remain neutral and makes sure ideas are being recorded accurately.
- Uses same facilitative behaviors as facilitator.
- Focuses energy on content of the Group Summary.
- Serves as timekeeper or observer as needed.
- Varies their seat choice. Aviods cliques.
- Helps the group stay on task.
- Avoids getting into sub groups or starting side conversations.

Comments: ____

____

- Are student's strengths discussed as well as questions/concerns?
- Are actions based on strengths as well as concerns?
- Are concerns and/or questions prioritized to facilitate planning actions?
- Do team members suggest innovative, useful, instructional/behavioral strategies to the group?
- Does the team select realistic and appropriate actions?
- Are other team members besides the teacher involved in the actions and strategies?

SST EVALUATION STUDY
Questions and Summary of Results

Mt. Diablo Unified School District

MT. DIABLO UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1936 CARLOTTA DRIVE
CONCORD, CALIFORNIA 94519-9969
(415) 682-8000

OFFICE OF DIRECTOR
RESEARCH AND DEVELOPMENT

MEMORANDUM

TO: Elementary Principals

FROM: HARVEY WALL
RANDI HAGEN RH

RE: SST Evaluation Process

As part of the evaluation of the Student Study Team process, we will be surveying parents regarding their opinions of the SST process and effectiveness. Please send us the names/addresses of 5 parents whose children have been the focus of an SST during this school year. It is not essential that the parent(s) attended the SST meeting, but it is important that they were informed of the inclusion of their child in the process. Please use a random process for selecting the parents - such as every third parent or whatever objective system will assure us that no bias entered into the selection.

We will be asking parents for their responses to the SST meeting/process and related perceptions of school effectiveness. We will also be asking for their recommendations regarding the SST process.

We will not be including school-by-school results in our final evaluation report, but you will be welcome to look at feedback from parents of your school if you wish. The survey will be sent to parents in mid-May.

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Attachment

MT. DIABLO UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1936 CARLOTTA DRIVE
CONCORD, CALIFORNIA 94519-9989
(415) 682-4000

OFFICE OF DIRECTOR
RESEARCH AND DEVELOPMENT

Dear ______________________________:

Your child, ______________________________, was the focus of a Student Study Team at ________________________ School during this school year. Student Study Teams, initiated in the Mt. Diablo Unified School District in 1981, are aimed at assisting children with many kinds of learning and/or behavior concerns. A team of school personnel meets to discuss concerns about each child and recommends steps to help that child. We are currently evaluating the use and effectiveness of Student Study Teams at elementary schools in our district.

Neither your name nor that of your child will appear in the evaluation report; our interest is in getting overall information about how Student Study Teams work rather than information about individual children.

Please return the survey in the enclosed envelope by May 30. If you have any questions, please call me at 682-8000, ext. 250.

Thank you.

Sincerely,

Harvey R Wall

HARVEY R. WALL
Director, Research and Development

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Parent Survey
Student Study Team

Child's School: ____________________ Child's Grade: _____

BEFORE THE MEETING

1. How were you contacted about the Student Study Team (SST) meeting?
   By letter Yes ___ No ___
   By telephone Yes ___ No ___
   Was not contacted ___

2. Had you been contacted by the school about their concerns prior to the SST meeting? Yes ___ No ___

   If yes, describe (by whom? number of times?) ________________
   ____

3. Had you visited the school about your child prior to the SST meeting?
   Yes ___ No ___

   If yes, to whom did you speak? How may times? ________________
   ____

4. Were attempts made to resolve concerns about your child prior to the SST meeting? (Check one)
   ___ Yes, much was done at school to resolve the concerns.
   ___ Some things were done to resolve the concerns.
   ___ Very little was done to resolve the concerns.

SST MEETING

5. Did you attend the initial SST meetings?
   Mother Yes ___ No ___
   Father Yes ___ No ___
   Other (List) ____________________

6. Were the necessary school staff there to address concerns about your child?
   Yes ___ No ___ Comments? ______________

7. Were you made to feel comfortable at the SST meeting?
   Yes ___ Somewhat ___ No __

8. Were you a part of the decision process in the SST meeting or were you merely an observer?
   ___ I felt a part of process.
   ___ Somewhere in between.
   ___ I felt like an observer, not part of the process.

9. Was the meeting time used well?

___ Yes, we kept on the topic and dealt with concerns in 30-45 minutes.
___ No, the meeting was too short.
___ No, the meeting was too long.

10. Who was the "leader" of the meeting?

Principal ___
Vice Principal ___
Teacher ___
Other ___
I don't remember ___

11. Comments about the SST meeting: ______________________________

____

AFTER THE SST MEETING

12. Did you receive a report about the SST meeting summarizing the meeting and stating plans to help your child?

Yes ___ No ___

13. Was a second SST meeting scheduled? Yes ___ No ___
Was a second SST meeting held? Yes ___ No ___

14. Do you feel the SST process was helpful to your child's welfare during this school year?

Very ___
Somewhat ___
I don't know ___
Not very ___
Not at all ___

15. Was your opinion of the school's ability to help your child changed through the SST process? (Mark one)

I think the school is more able to help my child than I did before. _____
My opinion did not change. _____
I think the school is less able to help my child than I did before. _____

GENERAL COMMENTS

16. Any other comments on the SST process? ______________________

____

____

Please return in the enclosed envelope
by May 30

PRINCIPAL SURVEY

1. Does your school's SST meet on a regularly scheduled basis? Yes No

   If yes, specify day and time ____________________________

2. Who are the *core* members of your school's SST (i.e., attend *all* SST meetings)?

Principal	Yes	No	
Vice Principal	Yes	No	
Resource Teacher	Yes	No	
Nurse	Yes	No	
Psychologist	Yes	No	
Reading Specialist	Yes	No	
Classroom Teacher	Yes	No	How Many?_____
Others	Yes	No	Specify_________

3. Put an (F) in front of the person listed in #2 who is the *Facilitator* of the SST.

4. Put an (R) in front of the person listed in #2 who is the *Recorder* of the SST.

5. In what manner are parents contacted informing them of an SST meeting for their child?

   by telephone Yes No Who makes contact?__________________

   by mail Yes No Letter from whom?__________________

   other? Specify____________________________________

6. Approximately what percentage of parents who are contacted attend SST meetings?__________%

7. How many *students* have been the focus of SST meetings in your school this year?

   __________students.

8. How many students have had *both* initial and follow-up SST meetings during this school year?

   __________students.

9. Do you have a formal referral process used by teachers for SST consideration?

Yes No

If yes, describe:____

10. Approximately what percentage of referrals by teachers for possible SSTs result in an SST meeting?

__________%

11. Does your SST use the SST Summary?

Yes No

12. Is a copy of the completed SST Summary sent to parents after the SST meeting?

Yes No

13. How has the SST process impacted your school (positively and/or negatively)?

14. Do you think that your role as instructional leader of the school has been enhanced as a result of the SST structure? Yes No

If yes, in what way?____

15. Comments which would assist us in evaluating the SST process____________________

Signature School Date

Mt. Diablo Unified School District

STUDENT STUDY TEAM (SST) SURVEY
SCHOOL STAFF

1. My position is:
    - A. Classroom teacher
    - B. Psychologist
    - C. Reading Specialist
    - D. Speech and Hearing Specialist
    - E. Other (Resource Teacher, SDC Teacher, Nurse, etc.)
2. Are you a member of your school's *core* (ongoing) SST?
    - A Yes,
    - B No
3. How many SST *meetings* did you attend this school year?
    - A. None
    - B. 1
    - C. 2-3
    - D. 4-5
    - E. 6 or more
4. How many students did you *refer* to the SST process this year?
    - A. None
    - B. 1
    - C. 2-3
    - D. 4-5
    - E. 6 or more
5. Has the SST process increased your access to and ability to work with other school staff (teachers, specialists, psychologists, etc.)?
    - A. Increased very much
    - B. Increased somewhat
    - C. No change
    - D. Decreased
6. Has the SST process changed your communications with parents?
    - A. Communication has improved very much
    - B. Communication has improved somewhat
    - C. Communication did not change
    - D. Communication has gotten worse
7. Has the SST process changed your perspective of the principal as instructional leader?
    - A. Yes, very much enhanced
    - B. Yes, a little enhanced
    - C. Not at all
    - D. Declined
8. Has the SST process increased your ability to assist children who have special problems?
    - A. Yes, very much
    - B. Yes, somewhat
    - C. Not at all
    - D. No, decreased
9. How successful has the SST process been in resolving your concerns about students?
    - A. Very successful
    - B. Somewhat successful
    - C. Not at all successful
    - D. had negative impact

If you have any comments regarding how to improve your school's Student Study Team process, please indicate them on the back of this sheet and return it with the computer scan-sheet.

Mt. Diablo Unified School District

Mt. Diablo Unified School District
Special Education Program
Annual Evaluation

1983–84: Student Study Teams in the Elementary Schools

SUMMARY

Several vehicles were used to assess the current use and status of Student Study Teams (SSTs) in the 26 elementary schools in the Mt. Diablo Unified School District: observations of SST meetings; discussions with principals; survey of principals (26); survey of certificated staff (415); survey of selected parents of students who were the focus of an SST in 1983–84 (45); Special Education data; and Management Trainee projects regarding specific school SSTs.

Based on information from parents, staff and observations, the following general comments can be made:

1. *Parent involvement* is a critical factor in the SST process and, when it occurs, parents respond positively to the process and the school. The difficulty of coordinating meetings to include parents is clear, but it was stated by principals and staff alike that it is often an important part of the process. Parents who took part in the SST process were involved with their children's school prior to the SST meeting and report, overwhelmingly, that the SST meeting was efficient, they were made to feel comfortable, and that the SST process was helpful to their child's welfare, enhancing their image of the school as a whole.

2. *A disparity exists between principal and staff perception* of the SST process. Principals were, in general, more positive about the SST process than staff, feeling that it offered teachers desired assistance and enhanced the principal's role as instructional leader. While the majority of staff reported the process increased their ability to help students, and it helped resolve their concerns about students, classroom teachers were the least positive of all staff members regarding these two impacts. Only about half of 415 staff members responding to the survey thought the SST process improved their interactions with other staff or communication with parents. Fewer than half said their perception of the principals had been improved.

3. *Great differences among schools* in the use, efficiency, and impact are apparent from all surveys and observations. Because this report was not intended as a school-by-school evaluation, this phenomenon serves as a caveat in interpreting the aggregate data presented herein, as well as a key concern in future planning.

RECOMMENDATIONS

1. *Clarification of the purpose and structure* of the Student Study Team process should occur, including:

    a. Clarification by Educational Services of administrative responsibility for decisions regarding SSTs (e.g., school site, Special Education, or regular education administration);

    b. Special attention to the relationship between the SST and IEP processes; and

    c. Study and clarification of the process used by staff to refer students to the SST.

2. *Continue encouragement of parental participation* in the SST process.

3. School teams should be given the opportunity for *additional training* in order to assess their SST effectiveness and refresh/update skills. Use of schools found to be most effective as models for other schools and interaction among schools regarding SST use and process is encouraged.

4. *Quality indicators* proved to be valuable in observing meetings, but should be evaluated in terms of face validity, ease in assessment, and completeness. They should form the basis of evaluation of SSTs at all schools. These criteria should be explained to all site administrators with the expectation that they be used as a self-evaluation tool.

5. *Expansion of the use of SSTs* to all schools at all levels by the 1985-86 school year should occur as planned.

SST EVALUATION STUDY
(excerpts)

* * * * * * * * * * * *

for
Los Angeles Unified School District

by

Judith Grayson, Ph.D. Assistant Professor
Dept. of Counseling and Special Education

School of Education, University of Southern California
Los Angeles, California

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I. PROJECT UPDATE

A. HISTORY

The LAUSD (Los Angeles Unified School District) SST (Student Study Team) Pilot Project began in the fall of 1983, a period when:

> many school psychologists and resource specialists found they were spending more time on assessments for inappropriate referrals to special education and less time on consultive, or preventive, responsibilities;
>
> more stringent state eligibility criteria for learning handicapped were about to be implemented (January 1984) and would increase the number of low achieving students who would remain without special services in the regular classroom;
>
> site administrators were seeking different alternatives for helping their regular teachers assist students with problems in the classroom;
>
> the State Department of Education was promoting the development, refinement, and institutionalization of SSTs:
>
> universities were beginning to study SSTs--their efficacy, key elements that would make them work, skills needing to be taught in teacher preparation classes (Grayson, 1984).

Within this setting, LAUSD elected to try SSTs as a strategy for improving their schools' referral systems and instructional programs. They would begin with a small number of SSTs (twelve) and follow their progress. Assistance of the Special Education Resource Network, Unit 3 was acquired for project planning and the training. A faculty member from the University of Southern California was asked to evaluate the project.

An SST was defined as:

> A school-based team that uses a problem-solving approach in response to referring teachers' concerns for students who are not performing academically or behaviorally at a level suited to their ability.

The Mt. Diablo/SERN model was selected for implementation. This model is known for its incorporation of a structured meeting protocol which guides the members through precise steps: discussion of student strengths; analysis and definition of the problem; brainstorming of alternative strategies to try setting a follow-up meeting time. The Mt. Diablo/SERN SST model is also known for its emphasis on parent participation. The parents of the referred student are invited to be participating members of the team.

Ten teams were trained--eight elementary and two junior high, from Regions E and F. In May and June the project evaluator conducted on-site interviews with these teams to determine whether they were implementing the key elements of the model and to identify successes and barriers experienced by the teams. Results were favorable: The ten schools were in various stages of developing their SSTs and every school intended to continue their teams in 1984-85. Schools were incorporating the majority of the key elements of the model. [A profile for each team and a summary of the teams strengths and concerns may be found in the 1984 formative evaluation report (Grayson, 1984) .]

The following are excerpts from Dr. Judith Grayson's evaluative report which studied the Student Study Team Pilot Project in L. A. Unified. At the date of the study, twenty-three school site teams had been trained.

1. **Are schools using alternative ways of meeting students' needs?** Yes. The wide array of alternatives SSTs have employed may be an outcome of having new blood on the team (i.e., the regular teachers, referring teacher, parent, and categorical personnel) and making time to analyze the problem and brainstorm solutions. For example teams have used:

methods in the classroom: new rewards, a diary tape recording actions and consequences, role playing, reading to someone else,

buddy system at lunch, private time, short term contracts with immediate reward, partitions, earphones, use of more manipulatives, use of primary dotted paper for hand-writing, etc.

methods at home: out-of-town relatives or friends as penpals, parent reading to child, etc.

systems for increasing communication between parent and school: home-school reward systems, more frequent parent contact, homework notebook, regular notes home, etc.

better use of school resources: time in another classroom, peer and cross-age tutoring on the yard and in academics, summer school, use of helping in the cafeteria, checking with previous teacher, parent education class, better use of bilingual program, change of class, class schedule change, etc.

better use of community resources: the public library, university counseling services, camping, JADE tutoring program, Big Brothers, park programs, family services trainee, Social Services case worker, etc.

2. **Do SST students improve in academic performance and/or behavior?** Data collected for this evaluation study suggest that students do make some improvements, academically and behaviorally; however, a more comprehensive look at this question is still needed. In the current study only reports by teams and referring teachers were collected. A more thorough examination might use student performance on behaviorally stated objectives developed by the SST, rate of learning as measured on an annual criterion-referenced test, pre and post observation, and/or responses from the parents or students. Schram, Semmel, and Gerber (1984) stress the importance of teams evaluating themselves in light of measurable changes in students. In their study of problem solving teams throughout California, they found no district or site that had recently or planned in the near future to use such evaluations.

To date, our evidence that students change comes from teams' responses to the open-ended question, "What successes has your team had?" and the interview responses of a small sample of referring teachers. Half of the (eleven) teams listed "student improvement" as one of their successes. This was the third most frequently mentioned success. Had the question been one of multiple choice, perhaps additional teams would have claimed student improvement.

In the interview of referring teachers and counselor, fourteen problems were cited. Nine of the problems had diminished somewhat; the rest were reported as basically the same. That teachers saw even some improvement may be noteworthy. Often students that are referred to SST have a school history of being difficult to teach. However, we need to ask: "Would the teachers have seen more improvement, if they had collected data to actually measure progress and/or if they had focused on small incremental steps?" "Should more SST action steps be directly tied to teaching strategies employed in the classroom?" "If the team does not see improvement, what do they do about it?"

3. **Are referring teachers satisfied with the services provided by the SST?** The study revealed some indication of referring teachers' satisfaction: First, in the interviews of teams "teachers were helped" was listed as a success by thirteen of the twenty-two schools. This was the most frequently mentioned success. Second, from the interviews with referring teachers and counselor , of the seven, five said they would refer again.

As project personnel continue to look at this question and particularly during the early development of LAUSD's SSTs, a teacher's satisfaction will need to be considered in light of that teacher's attitude about students with special needs in the regular class and the teacher's understanding of the SST purpose and process. Probably the most helpful information to be collected for the question would be that done by a team for its own formative evaluation. At least one of the pilot schools is systematically obtaining and reflecting upon input from their faculty with regard to their SST and ways it might improve its services for them.

4. **Is the parent getting more involved?** SSTs have been generating more interaction between home and school. Many teams were pleased with the response of their parents and talked emphatically of the importance in having their involvement. Teams commented on parents' realization that "so many people cared" and on parents' willingness to collaborate with school.

5. **Are the teams and administrators satisfied with the SST process?** The teams, which each include at least one site administrator, willingly and earnestly discussed their SSTs and progress. Many spoke with pride in the new skills they had developed and the additional services they were able to provide teachers, students, and parents. For seventeen of the teams interviewed, the successes they had had far outnumbered their concerns. Most teams were determinedly dealing with any concerns they had identified. All but two of the original twenty-two teams plan to continue.

B. Recommendations

For the teams:

1. Make review of the SST's purposes and procedures and ongoing activity that the team conducts for the rest of the faculty. An introduction at one faculty meeting is just a start on developing the trust and new skills required for full use of the SST. At other faculty meetings, a report from the SST might be s standard agenda item, report on types of information that teachers had brought to the SST that had been particularly helpful, share and SST success story, etc. The principal and other team members need to capitalize upon informal conversations they have with faculty for clarifying the SST process and its importance. A portion of the staff development sessions throughout the year should be used to improve skills for interdisciplinary teaming, working with parents, counseling students, or other skills related to the work of the SST. Teams should formally seek information regarding their clients' satisfaction and react to that input. In other words, the SST needs to be frequently talked about and debated if it is to be understood and used well.

2. Make the team's own review of its purpose, procedures, and progress also and ongoing activity. Self-evaluation can be conducted at the end of a meeting, before the next one starts, or at an occasional regular meeting time when purposively no cases have been scheduled. These discussions can be conducted by the team alone or with an invited district consultant or a member from another school's team. Such

discussions can keep a team growing in expertise and prevent falling into what may be routinely ineffective ways of doing things.

Also important to serious self-evaluation are annual goals. At the beginning of each school-year the team should establish goals for itself. How many students should be discussed that year? How will success of the team be measured? Are there measurable goals that should be set for teacher change? What teaming skills should be improved? With pre-established standards, the team will be better able to see their progress and decide on new action steps.

3. Use the insights gained by looking across cases to discern any pervasive instructional weaknesses, and contribute this information to the school's needs assessment for staff development. At least on school has already begun to plan inservice training based on their findings from SST meetings. This team found that for one referring teacher after another the distinction between a low-achieving student and a learning-handicapped student was not clear. Several team members mentioned their uncertainty about the distinction, too. Plans are underway for the school to have and inservice series on the topic, using district materials that have already been prepared for special educators but not yet used with regular teachers. The possibility of of getting district credit for the series will be investigated.

SECTION VII

APPENDICES

Available Resources
- Materials from Resources in Special Education

Articles
- Why Build a School-Based Support Team?
- Student Study Teams: Human Ingenuity Transcends Fiscal Gap in Serving Difficult-to-Teach Children
- Why Should Student Study Teams Include Parents?

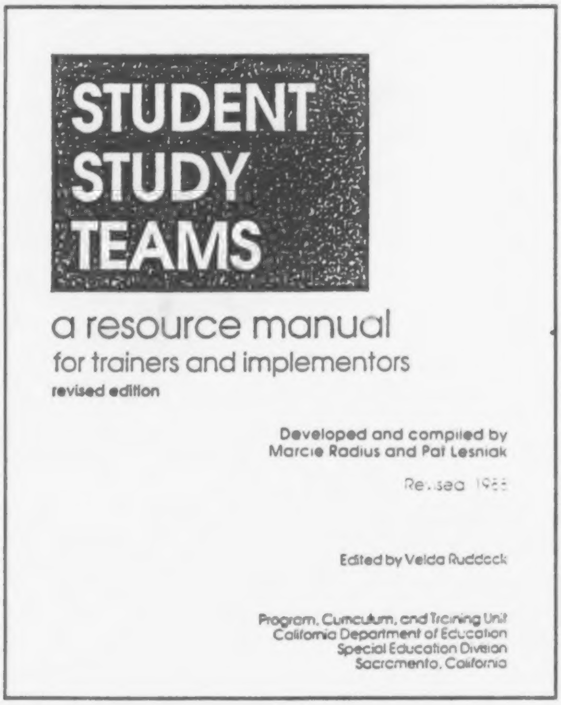
Sample Forms
- Student Study Team Process
- Critera for Referring a Student
- Sample Parent Letter, English and Spanish
- Student Referral Information Sheet
- SST Language Survey Form
- SST Referral, Non-English Background Students
- SST Teacher Evaluation
- SST Follow-up Student Progress

Planning Materials and Supplemental Training Handouts
- Student Study Team: Definition and Referral Process
- Script for Contacting Parent Re: SST
- Long Range Planning: SST School Site Timeline
- Parent Team Member
- Five Ingredients of an Effective Meeting
- An Effective Team
- Tips for a Group Facilitator
- SST vs. IEPT
- Example of an SST Article in a School Newspaper

Bibliography

AVAILABLE RESOURCES

STUDENT STUDY TEAM RESOURCES



STUDENT STUDY TEAMS

a resource manual
for trainers and implementors
revised edition

Developed and compiled by
Marcie Radius and Pat Lesniak

Revised 1988

Edited by Velda Ruddock

Program, Curriculum, and Training Unit
California Department of Education
Special Education Division
Sacramento, California

Student Study Teams

a resource manual
for trainers
and implementors,
revised edition

$20.00

Student Study Team Banners

Available in English or in Spanish
This 11" x 85" heading banner can be used and re-used to chart your team meeting information underneath its headings, using your own chart paper.

Unlaminated $12.00

Send check or P.O., plus shipping and handling, and California sales tax to:

Resources in Special Education
650 University Ave., Rm. 201
Sacramento, CA 95825
(916)921-0521
Attn: Annette Ostertag

Please specify either English or Spanish version when ordering banners.

ARTICLES

WHY BUILD A SCHOOL–BASED STAFF SUPPORT TEAM?

Expectation/Results

What can you expect to happen if a school-based, staff support team is established and "lovingly" maintained? Will individual needs of students be better met? Will there be a greater improvement in the instructional program? Will the staff be given better support, and will the building atmosphere be enhanced?

The answer to all these questions is yes.

Consider a building where the following can happen . . . .

Staff skills and effectiveness of services are increased

- A building problem solving model is developed
- Information is easily disseminated
- Personnel and services are better utilized
- Services are integrated, not departmentalized
- Staff collaboration is developed and embraced
- Staff communication and cohesion expands
- Inservice training is tailored to individual needs
- Teaching skills are easily upgraded
- Staff development is planned and frequently delivered by the recipients, and
- Needs assessment is ongoing and dynamic

And where . . . .

Individual needs of students are met

- Teachers have a clearer understanding of student potential
- "Mainstreaming" has a single practical definition
- Inappropriate, unnecessary referrals are eliminated
- Needed referrals are facilitated
- Students are appropriately placed and better adjusted
- Classroom programs are modified to meet individuals needs
- Positive parent involvement is facilitated
- Community support is increased, and
- Potential law suits are replaced by parent cooperation

And even where . . . .

Professional atmosphere is enhanced

- Crises normally faced by the principal are reduced
- A greater appreciation of the roles of others develops
- Peer support and encouragement are commonplace
- Morale is high because "someone cares"
- Coping mechanisms replace anxieties
- Job satisfaction improves
- "Burn out" is reduced, and
- The strengths of professionals, particularly class teachers, are recognized, emphasized, and built upon.

This is where you will find a school-based, staff support team in action.

This page has been taken directly from School Based Support Teams: A Blueprint for Action, a product of the ERIC Clearing House on Handicapped and Gifted Children, Council for Exceptional Children, 1982, page 2.

By Kenneth Butler

Student Study Teams:

Human Ingenuity Transcends Fiscal Gap in Serving Difficult-to-Teach Children

It is 7:20 am and already a small group of staff members has assembled in the teachers' workroom. The aroma of freshly blended coffee fills the room. A mother waits nervously, knowing that soon the entire group will focus its attention on *her* child, a fifth-grader still working at a primary level in math skills. School principal Bill Gripp announces that it is time to begin. The staff selects chairs arranged in a semi-circle around a large chart tacked to the wall. One teacher stands poised, ready to record the discussion that is about to take place. And another weekly Student Study Team meeting is under way at Ayers Elementary School in the Mt. Diablo USD. During the next 30 minutes the team will review the student's strengths, discuss areas of concern, review the known facts about the student, plan some strategies for his or her education and agree on a date to review what progress the child has made as a result of the meeting.

For a number of years the Mt. Diablo schools maintained a reputation for having outstanding special programs. Classes for low-incidence handicapping conditions such as the blind and deaf were offered; the district pioneered a program of auditory assessment procedures for speech- and language-delayed children; special centers served the orthopedic, developmentally delayed, hearing handicapped and emotionally disturbed; pull-out programs for the slow learner and learning disabled were provided in most schools; assistance was available to pupils with health problems and specialized physical education needs. The district supplemented its instructional staff with a broad range of support services and made extensive use of aides and student assistants. Reading specialists, resource teachers and curriculum consultants were common in the schools.

But recently, fiscal constraints have taken a toll on these programs. Changes in ability to levy taxes, caps on the special education entitlements and reductions in federal financial support have eroded the district's capacity to serve students with special needs. Mt. Diablo, like many districts, is maintaining a balance between program and funding by curtailing and in some cases eliminating services that heretofore have been available to supplement the regular class program. Thus our schools are facing a special challenge: how, in the face of declining resources, to continue to provide a high quality of services to children who are especially difficult to teach.

Origins, intent and assumptions of the Student Study Team

In the fall of 1981 a committee, composed of both regular and special education staff, was organized to review the district's procedures for assisting pupils with learning and behavior problems. The committee was specifically charged with designing a system for helping local schools serve those students who were not eligible for special education but were, nonetheless, very difficult to teach. The intent was to design a support system within the local school that would improve instruction and, at the same time, prevent costly and often inappropriate but lengthy special education referrals. Our hope was to avoid overenrollment in special programs by shifting the emphasis from referral, assessment and placement in special programs to planned individualized instruction within the context of the regular class as the first alternative for dealing with difficult-to-teach children.[1] The outcome of the committee's work was a recommendation that school site problem-solving teams, which we later called Student Study Teams, be developed at each school.

Student Study Teams organize the available resources at the local school into a system for identifying and solving the problems of teaching children who do not progress at a satisfactory rate in a regular class program. This structured process is based on what we know about human development, group process and educational system planning. Student Study Teams operate on the assumptions that different students learn in different ways, that these differences can be identified and should be considered in designing a student's learning experience and, finally, that different kinds

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Author Butler is director of special education and pupil personnel services at Mt. Diablo USD.

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of instructional and behavioral interventions will produce different degrees of scholastic and behavioral gains in different students.

Teams — composed of the referring teachers, the principal, the students' parents and the specialist personnel assigned to the school — use data derived from both informal and formal assessments, observations and classroom performance to develop a plan for working with the individual student. The intervention strategies are documented and carefully monitored and evaluated for their effectiveness in facilitating the desired scholastic and social outcomes. Only after it is determined that such a plan does not produce the desired improvement in academic achievement or behavior is the student referred to another program.

The pilot years and their results

At the committee's suggestion, a pilot project was undertaken at two elementary schools during the spring of 1982. With assistance from staff of the Special Education Resource Network, two teams underwent intensive training during the months of April and May. The training provided an overview and rationale for the project and skill practice in communication, problem-solving, group decision-making and the use of a group memory chart designed to insure that relevant data were considered and that planned interventions were carried out in a timely and effective manner.

On completing their training, pilot teams returned to their individual school, oriented their staff to the project and began using the process to deal with difficult students. Although a number of logistical problems emerged, preliminary results gathered at the close of the 1981-82 school year indicated 1) that this approach was a potentially effective way to deal with difficult-to-teach children and 2) that it could also serve to divert a significant number of inappropriate referrals from special education. It was then decided to train teams at each of the district elementary schools during the 1982-83 school year and to expand the training to secondary schools in subsequent years.

The use of school site problem-solving teams to deal with the learning and behavior of difficult-to-teach children is not a new idea. According to a recent survey conducted by the Santa Barbara County Office of Education, approximately 56% of the country schools offices in California reported some form of a team approach to decision-making in use in school districts in their respective counties. These teams have a variety of titles, such as Child Study Teams, Guidance Teams, Pupil Study Teams and School Assessment Teams. They focus on different problems, they espouse a mixture of goals, they assign different roles to team members, they value and use personnel in different ways, they prescribe various processes for arriving at a decision and they base their efforts on different assumptions about teaching and learning. The present state of the art can best be described as both eclectic and well-intentioned.

The approach now being used in Mt. Diablo has evolved over the past two years as we practiced, observed, evaluated and altered our concepts. Following are some essential elements that have emerged.

Team membership

Because schools do not have identical resources, the composition of teams varies from school to school, and from time to time, depending on the personnel available. A core of participants, however, always includes a site administrator, the referring teacher and the parent. At the intermediate schools that have implemented the process, the student is also present. Support services personnel such as speech therapists, guidance consultants, nurses and reading specialists are scheduled so that they can participate but are not necessarily present at all of the meetings. Some schools have assigned one or more regular class teachers as permanent team members.

We recognized early in our work that the parent is not only a valuable source of data about the child's interests, aptitudes and ability but also an essential part of any planned solution. Therefore we routinely invite parents to all meetings and encourage their equal participation by sharing information and by helping to develop the plan for their child's learning. Our experience to date is that parents *enjoy* the opportunity for meaningful involvement in discussion about their child's education, and we have observed that this has had a positive effect on school-community relations.

Defined roles

To facilitate the accomplishment of the Student Study Team's work, we have prescribed specific roles and functions that must be performed. Schools, however, exercise considerable discretion in deciding who will assume these roles and it is not

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unusual for members to change their roles from meeting to meeting. In a typical elementary school, the principal chairs the meeting, facilitates the discussion and provides the administrative support necessary to implement a planned intervention. Any of the teachers may assume the duties of a recorder — a special responsibility in our system because a large chart is used to display both data about the student and the anticipated intervention strategies. The referring teacher is responsible for coming prepared with factual data about the student's strengths and needs, and also is expected to present the problem or concern that the team is to address. Support service personnel provide both formal and informal assessment data, participate as consultants and may be responsible for implementing some aspects of the plan.

Student-centered and data-based

Our team process is student-centered and data-based. We used the title "Student Study Team" to convey both of these concepts and to avoid any resistance on the part of intermediate and secondary students who may object to participating in something called a "*Child* Study Team".

We emphasize decisions based on explicit although often informal data about the child's previous successes and failures, abilities, interest, aptitudes and goals. The action plan that is developed focuses on the student's strengths and attempts to build on his or her skills and potential. Unlike some school site problem-solving teams, we seldom focus on the teacher's strengths and weaknesses or question the teacher's competency to deal with the student. *Our belief is that teachers, for the most part, know best how to teach and they bring unique information about the student to the meeting that will be useful in planning viable alternative instruction.* We also recognize that teaching is a complicated process and that even the most competent teacher will benefit from a more informed perspective of the student.

Defined process

We have designed a sequence of activities that borrows from both group decision-making theory and educational system planning. The process occurs in two phases: 1) data gathering and analysis and 2) strategic implementation planning and follow-up. Both phases are typically completed in one meeting of about 30 minutes duration.

We start our team meeting by discussing the student's strengths, successes and potential. After these have been listed, the referring teacher presents the observed problem or concern. The known data about the student, such as test scores, grades, likes and dislikes, habits and aptitudes, is then displayed. We also specify the unknowns or information gaps that, if filled in, would contribute to our understanding of the student and to our designing appropriate teaching strategies. All of the information is summarized and displayed on a group memory chart so that team members will have a common knowledge base.

In the planning phase, the team defines the problem and, if necessary, selects some aspect of the larger problem as a focal point. The team then explores alternative solutions to the problem, selects one or more for intervention and develops an action plan for increasing the student's teachability. The plan includes specific tasks for school staff members and a timeline for the completion of each task. Also, it might require gathering more data to fill in the information gaps mentioned earlier. The final step is to select a follow-up date for reviewing and evaluating the action plan. At the follow-up meeting, the team decides to continue, revise or abandon the plan.

Group memory

A major criticism of group decision-making is that it often results in much talk but little action. Certainly, in the present context, without an explicit plan for intervening in the instructional process the teacher and student would return to the classroom and things would probably remain very much as they had always been. To prevent this, our Student Study Teams use a group memory chart to display the information gathered about the student and the action plan that is developed during the course of the meeting. This chart, done on butcher paper, is posted on the wall in full view of team members. It is a common information base organized to facilitate the appropriate sequence of data gathering, data analysis and action planning, but it also serves to remind individual team members of their responsibilities for implementing various components of the plan. After the meeting, the content of the group memory chart is transferred to a letter-sized form and copies are distributed to team members, usually within 24 hours. This serves to further prompt individuals to implement the plan and also documents the efforts the school is undertaking to assist the student.

Results?

It has been nearly two years since Student Study Teams were first piloted in two of our elementary schools. Since that time, 26 elementary schools and seven intermediate schools have completed the two-day training and begun using the process. Plans are also under way to train teams at the high schools in the near future.

Although there are some questions about how to best implement the process in each given school and some unresolved problems, data gathered in the spring of 1983 demonstrate the effectiveness of Student Study Teams. A survey was conducted in 12 elementary schools several months after the schools completed the training, gathering information on frequency of meetings and disposition of referrals as well as assessing (through interviews) what influence the Student Study Teams were having on the school's total programs. Here are some conclusions derived from that survey.

☐ **In schools where the Student Study Team is in operation, there has been about a 50% reduction in referrals to special education.** Apparently many more students are able to remain in the regular class and progress at a satisfactory rate with the support of the Student Study Team. The students who have been referred on for special education are considered good referrals, i.e., students who are both eligible and truly in need of specialized assistance. As a result, school psychologists and special education staff members spend considerably less time testing students who are eventually determined to be ineligible and more time working with students who are eligible for special education programs.

☐ **Regular classroom teachers report that they are receiving the needed help in working with difficult children.** The team approach generates many practical instructional strategies as well as a plan for obtaining support from community agencies and the home. The Student Study Team also serves an important inservice training function because teachers are transferring what they learn about working with one student to working with other students in their classes.

☐ **One or both parents (or guardians) have actively participated in approximately 75% of the Student Study Team meetings.** As a result, the schools are reporting a significant improvement in home-school relations. With few exceptions, the parents who have participated in their child's team meeting have cooperated fully with the action plan and many have expressed appreciation for the interest and support their child received from the Student Study Team.

THE SPECIAL EDUCATION RESOURCE NETWORK

SERNews

January/
February 1986

Resource Service Center, 650 University Avenue, Sacramento CA 95825 (916) 921-0521

WHY SHOULD STUDENT STUDY TEAMS INCLUDE PARENTS?

by Pat Lesniak,
Parent Specialist SERN 5

Over the past three years Mt. Diablo Unified School District has trained 26 elementary, 6 intermediate and 2 high school student study teams. This fall SERN 5 has been assisting the district to provide refresher trainings for their SSTs. One of the topics which has come up in each of the schools visited has been the positive feelings about parents being involved in SST meetings.

Teams were asked to respond to the question, "What is working well with your Student Study Team?" The following is a list of responses to the question made by one elementary school team which has been meeting regularly for two years:

- Parents feel the team cares.
- Parents feel something will happen to help their child.
- Bonding between parents and school staff.
- Process helps students/teachers.
- "Magical" change as parents participate in SST meetings.
- Process gets egos out of the way.
- Parent goes home with positives.
- Not adversarial.
- Group Memory facilitates clarity and understanding.

Not only do these positive responses hold true for one school but extensive evaluation done by the district bears the same results. According to the district evaluation report, "Based on information from parents, staff and observations....Parent involvement is a critical factor in the SST process and, when it occurs, parents respond positively to the process and the school. The difficulty of coordinating meetings to include parents is clear, but it was stated by principals and staff alike that it is often an important part of the process. Parents who took part in the SST process report, overwhelmingly, that the SST meeting was efficient, that they were made to feel comfortable, and that the SST process was helpful to their child's welfare, enhancing their image of the school as a whole."[1]

Los Angeles Unified School District has been training SSTs in this same model over the past two years and their Formulative Evaluation Report is showing the same response to parent participation. According to their report, "SSTs have been generating more interaction between home and school. Many teams were pleased with the response of their parents and talked emphatically of the importance of having their involvement."[2]

The overwhelmingly favorable response found in evaluation of the process is not surprising. One of the unique elements of this SST model from its inception has been the emphasis on parent participation. Believing that parent participation meant more than simple physical presence, care is taken in the training design to include discussion of the value of parent involvement and techniques for preparing parents to actively participate in the problem identifying and problem solving process. The emphasis placed on shared responsibility for student learning has definitely enhanced the satisfaction and success of Student Study Teams.

For more information on this training model contact your local SERN office.

(continued on p. 2)

Funded by the California State Department of Education, Special Education Division, Personnel Development Unit

(continued from p.1)

STUDENT STUDY TEAM SUMMARY

FOOTNOTES

[1] Focus: Student Study Teams in the Elementary Schools. Mt. Diablo Unified School District, Special Education Program Evaluation, June 1984.

[2] Judith Grayson, Ph.D. Formative Evaluation Report. LA USD SST Pilot Project, June 1985.

Photo:
Sun Terrace Elementary School SST
Front Row: Diane Peterson, Psychologist; Pat Donahue, 1st Grade Teacher; Mary Morgan, Reading Specialist; Judy Kaplove, Speech & Language Specialist; Chris Geary, Parent.
Back Row: Lucy Brandon, Resource Specialist; Ed Montgomery, Principal.

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SAMPLE FORMS

SAMPLE SAMPLE

STUDENT STUDY TEAM PROCESS*

TO: Staff, Aptos High School

FROM: Administrator

RE: Student Study Team Process

* *

The Student Study Team has completed a two day training program and is ready to handle referrals. Standing teams members:

____________________, ____________________, ____________________,

____________________, ____________________, and the student's counselor

(__________________, __________________, __________________).

The Student Study Team is part of the regular education process. Teachers of students who are experiencing emotional, behavioral, academic or attendance problem can refer them to this group. Students can no longer be referred directly to Special Education. The Student Study Team will assess student needs and refer individuals to Special Services for testing and evaluation.

Please follow these steps in making SST referrals:

1. Try to work out the problem within the existing school structure. The law requires intervention/modification prior to referral.

    a. referral to counselor
    b. referral to Assistant Principal
    c. parent conference

2. If step one does not resolve the problem and you concern continues --

    a. make SST referral
    b. ___________________________ has referral forms

* Pajaro Valley Unified School District, Aptos High School, Aptos, CA.

3. Complete the form and return to _________: I will screen referrals and get the process moving.
   I will:

   a. notify counselor/make student contact
   b. give individual teacher evaluation forms to counselors
   c. contact home and set up SST meeting with parents and student.
   d. send home parent and student forms

      1. to be completed at home
      2. or with counselor depending on circumstances

4. Hold SST meeting

   a. _____________ sends notification to team members and referring teacher
   b. coordinates meeting time and place with participant

5. _________________ takes the responsibility to keep records on each meeting, supplying:

   a. parents with a full copy
   b. team members with a complete copy
   c. student's teachers with copy of strategies and action plan

6. All records stored in ____________________________ office

   a. copy to counselor file
   b. cum folder (?)

7. Set follow-up date and coordinate that meeting -- ___________

If you have any questions regarding this process, please speak with me or individual team members.

SAMPLE PARENT LETTER*

RIVERVIEW MIDDLE SCHOOL
STUDENT STUDY TEAM

Dear

The Riverview Student Study Team (SST) requests your attendance at a meeting for

______________________________ on ______________________________

at ______________________________.

The purpose of our meeting is to provide assistance to students who are having some difficulty in school. The Student Study Team process encourages staff members and parents, working as a *team*, to contribute their knowledge and expertise to help students.

Enclosed is a questionnaire to be reviewed prior to meeting. Because you are a member of the team, and have valuable information about your child, we ask that you complete the questionnaire and bring it with you to the meeting.

Sincerely,

Counselor

---

* Mt. Diablo Unified School District, Concord, CA

Pajaro Valley Unified School District

165 Blackburn Street • Watsonville, California 95076
Mailing Address • P.O. Box 630 • Watsonville, California 95077

NOTICE OF S.S.T. MEETING

Date: ____________________

Dear: ____________________,

A Student Study Team meeting is planned concerning your child, ____________________. You are requested as a participating member of this team to attend this meeting.

The S.S.T. meeting is scheduled for:

Date: ______________ Time: __________ Place: ____________________

If you would like further information about the purpose of this meeting, please contact:

______________________________ Phone: ______________

Sincerely,

Student Study Team Committee

Distribution: WHITE: S.S.T. File YELLOW: Parent PINK: Other

S.S.T. #6
12-86

Superintendent's Office (408) 728-6230
Business Services (408) 728-6240
Certificated Personnel (408) 728-6225
Classified Personnel (408) 728-6355
Elementary Education (408) 728-6308
Secondary Education (408) 728-6283
Instructional Services (408) 728-6305

Pajaro Valley Unified School District

165 Blackburn Street • Watsonville, California 95076
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AVISO DE UNA JUNTA S.S.T.

Fecha:____________________

Estimable:_________________________________.

Se ha planeado una junta del Equipo de Estudio de Alumnos con respecto a su hijo/hija, ___________________________________. Se solicita su presencia en esta junta como miembro de este equipo.

La junta S.S.T. ha sido programada para:

Fecha:_____________________ Hora:________ Lugar:___________________

Si usted desea mas información con respecto al propósito de esta junta, haga favor de comunicarse con:

_______________________________________ Teléfono:__________________

Sinceramente,

Comité de Equipo de Estudio de Alumnos

Distribución: BLANCA: Archibos S.S.T. AMARILLA: Padres ROSA: Otros

S.S.T. No. 6
12-86

SAMPLE

SST REFERRRAL FORM*

Name____________________________________ Grade _________

Counselor____________________________________

It is suggested that at lease one of the following be done before referring the student. Indicate which has/have been done.

1. ( ) Conference between parent and referring person
2. ( ) Weekly progress check, (allow 3-4 weeks)
3. ( ) Conference with dean, including parent and student
4. ( ) Reason none of the above are appropriate

____

____

____

Reason for referral ______________________________________

____

____

____

____

____

Referring Person ______________________________________

*Mt. Diablo Unified School District, College Park High School, Concord, CA.

SAMPLE SAMPLE

SST TEACHER EVALUATION*
RIVERVIEW MIDDLE SCHOOL

(each teacher completes/prior to SST meeting)

TO:______________________ DATE: ______________

RE: __________________ GRADE: ______ SUBJECT:__________

Please rate the following:

	Excellent 5	Good 4	Average 3	Poor 2	Very Poor 1
1. Comes to class prepared					
2. Completes daily work					
3. Turns in homework					
4. Test performance					
5. Punctuality*					
6. Gets along with peers*					
7. Classroom attitude*					
8. Classroom behavior*					

*Please explain if "poor" or "very poor" and include other coments and observations:

____

____

____

Please mark all items listed below:

Subject Grade (to date) ________________ Absent Days__________

Please indicate any modification you have tried; e.g. seating, materials, simplifying, shortening, individualizing assignments and instructions.

____

____

____

COMMENTS: (Please comment on any additional factors which would help in working with this student.)

____

____

____

RETURN TO THE OFFICE BY ____________________________

* Mt. Diablo Unified School District, Concord, CA

SAMPLE

RIVERVIEW MIDDLE SCHOOL
SST FOLLOW-UP

STUDENT PROGRESS REPORT*

DATE: ____________________ TO: ____________________

RE: ____________________ FROM: (SST Coordinator)

SST FOLLOW-UP

Please comment briefly and concisely to each area below regarding the above student since __________.
(date)

I. Student's attitude and behavior:

II. Student's academic effort, potential, and abilities:

III. Student's responsibilities re: Homework, classwork, tests, grades:

IV. Comments on student's interaciton with others, mood swings, appearance, etc:

V. Other (that may be helpful):

Return by __________.
(date)

*Mt. Diablo Unified School District, Concord, CA.

PLANNING MATERIALS

AND

SUPPLEMENTAL TRAINING HANDOUTS

STUDENT STUDY TEAMS:

DEFINITION AND REFERRAL PROCESS*

DEFINITION:

The Student Study Team (SST) is a regular education function. It is a process of reviewing individual student problems and planning alternative instructional strategies. The make-up of this team is a vice principal, the school psychologist, a counselor, 2-3 teachers, the parent(s) and the student. All members are on an equal footing for this process.

REFERRAL PROCESS:

Teachers of students who are experiencing emotional, behavioral, academic or attendance problems can refer them to this group.

Please follow these steps in making SST referrals:

1. Try to work out the problem within the existing school structure.
    a. referral to counselor
    b. referral to Vice Principal
    c. parent conference
2. If step one does not resolve the problem and your concern continues, make SST referral on forms available in the counseling office.
3. Complete the form and return to Noreen Doyle. The referral will be screened and the following steps will occur if SST is to occur:
    a. counselor notification
    b. student evaluation form distribution to teachers
    c. home contact to set up SST meeting
    d. parent /student for completion
4. Hold SST meeting:
    a. notification to team members and referring teacher
    b. coordination of meeting time/place with participants
5. Keep records on each meeting supplying:
    a. parents/team members with a copy of SST Summary Sheet
    b. information on strategies/plans to referring teacher

If you have any questions contact: Noreen Doyle, Mike Thompson, or Danna Woodward.

*Mt. Diablo Unified School District, College Park High School, Concord, CA.

SAMPLE SAMPLE

SCRIPT FOR CONTACTING PARENT RE: SST*

My name is ________________________________ from College Park High School. I am a member of the Student Study Team which is a new process of identifying and assisting students about whom we have some concerns.

The make up of this team is a vice principal, the school psychologist, the school nurse, a counselor, 2-3 teachers, the parent(s) and the student. All members are on an equal footing for this process.

The team tries to evaluate strengths, areas of concern, questions and possible actions that might be used to assist the student in setting goals for improvement.

SST meetings are scheduled on Fridays between ______ and ______ with both parents, if possible, and the student attending. We would like to invite you for ________________________ in Room ____________.

Day and Date

Will you be able to come?

---

* Mt. Diablo Unified School District, College Park High School, Concord, CA.

LONG RANGE PLANNING

SST SCHOOL SITE TIMELINE

1 MONTH	3 MONTHS	6 MONTHS	8 MONTHS	1 YEAR	3 YEARS
Site staff SST overview	SST training for core members of staff	All SST forms completed	Review cases brought to team	Select new core members	Evidence of SST as a permanent function
SST Presentation to PTA or parent leadership group	Professional preparation training scheduled with SERN or consultants	Professional preparation training concluded	Patterns of cases reviewed	Evaluate SST data collection	Ownership/management by regular educators
Selection of core SST	SST in operation meeting on systematic, scheduled basis		Consider as part of needs assessment for on-going personnel development planning	Share results, exchange information on a region or statewide basis	SST committee composed of new members
SST training date established with SST consultants			Number of teachers using team	Evaluate referrals to special education	
Professional preparation training scheduled with SST consultants					

PARENT TEAM MEMBER

We encourage the principal and staff of each site to identify and invite one or two parents to participate in the trainings Parent Team Members. These individuals will gain an understanding an of the a process and can assist the teams in developing a plan for sharing this information with other parents. After the training they may act as ongoing team members, assist in further trainings and/or assist local school sites in soliciting parent support and participation. These parents could be identified through PTA's, Parent Clubs, Community Advisory Committees, or Parent Volunteer Coordinators.

ROLE DESCRIPTION - PARENT TEAM MEMBER

1. Describe Student Study Team (SST) process to other parents as needed:
    - Individually as requested
    - To groups, ie., PTA, School Site Council
2. Represents the positive intent and results of the SST process to the community.
3. Works with SST members on an ongoing basis for continued growth and assurance that the process is meeting the school/community needs.
4. Encourages and supports parents in their participation in the SST meeting for their child.
5. Assists the team in breaking down the day to day barriers to parent participation.

GUIDELINES FOR SELECTION OF PARENT TEAM MEMBER

The parent Team Member:

1. has positive attitude towards school growth and change.
2. is aware of and responsive to cultural, socio-economic, and familial needs of the community.
3. maintains the confidentiality of personal communications.
4. is respected by school and community members.
5. is able to communicate the needs from one group to another.
6. has available time.

* SERN 3, Los Angeles, CA.

FIVE INGREDIENTS OF AN EFFECTIVE MEETING

- ☑ COMMON FOCUS ON CONTENT.
- ☑ COMMON FOCUS ON PROCESS.
- ☑ FACILITATOR RESPONSIBLE FOR MAINTAINING AN OPEN AND BALANCED CONVERSATIONAL FLOW.
- ☑ FACILITATOR RESPONSIBLE FOR PROTECTING INDIVIDUALS FROM PERSONAL ATTACK.
- ☑ EVERYONE'S ROLES AND RESPONSIBILITIES MUST BE CLEARLY DEFINED AND AGREED UPON.

AN EFFECTIVE TEAM

A TEAM IS A UNIFIED GROUP OF PEOPLE

WHO JOIN TOGETHER IN A

COOPERATIVE PROBLEM - SOLVING

PROCESS TO REACH A SHARED GOAL.

TIPS FOR A GROUP FACILITATOR*

In the *I Ching*, a book of ancient Chinese wisdom, one image of a type of human interaction is Possession in Great measure: One receptive line in the fifth place (from the bottom), the place of leadership, is able to gain support from all of the active lines and to bring great success to the whole. "He whose truth is accessible, yet dignified has good fortune." This image of a modest and receptive facilitator in the midst of active participants is one. May your efforts result in "supreme success."

There are no stone tablets stating what one does or doesn't do as a facilitator. The best guide is, "There is no way to facilitate a group and there are ways." What follows are some of the ways which sometimes work for some people. Look at them with a notion of who you are and what feels right for you.

FACILITATING

A complex set of responses and non-responses, sometimes helping, sometimes frustrating, intended to maximize the posssibility that others in the group (and ourselves) have experiences leading to their (and our) change, improvement, and maximization of potential.

Some ways which usually do not facilitate are to give answers, to judge other peoples' answers and ideas, to be the "expert," to push people to disclose more than they desire, to defend your procedures, to try to be liked.

GROUP BUILDING

Although some of the teams have worked together before, it is still a good idea to help them form a cohesive working relationship. Since the small group can become an aid to learning, to providing support for individuals, and to be a "safe" place to try out new ideas and attitudes and express felt limitations, we need to attend to the development of such a safe, helpful and supportive group and to assure that each participant is involved it it.

In addition to the learning/teaching problems addressed in the Student Study Team, the personal and social issues may be deep, complex, and potentially explosive. We need to help the team be as clear as possible about what they are saying, thinking, and feeling. Part of the tone can be set by you, the facilitator, and what you model for them. If you can be comfortable in this new situation, excited about what might come, accepting of what others say and feel and fully present; perhaps the others will find that easy to do also. (and if you're a little uneasy, concerned, guarded and abstracted - like a lot of us - and can share that, your group members might also find it easier to be easy and active in participating).

---

* Adapted from a paper by Robert MaceIntyre, PhD., Ontario Institute for Studies in Education.

TECHNIQUES

Are there techniques for facilitating a group? (yes and no) Some facilitators stay open, tuned to the moment, unrehearsed, unprogrammed; others use specific language conventions, preplanned approaches to problem solving, special ways of reacting. Most of us float somewhere in the middle, depending on the goals, the team members, the interaction, and our own need to "do something." One guide might be to change what you are doing if it's not working well. If you've been active, directing, pushing, clarifying; try being receptive and listening. If you have been non-directive, reflective, totally accepting; try being positive and stating what you think.

Some things you might look for or pay attention to in your team:

Are the members involved? Look for them to lean toward one another, move closer as the discussion grabs them, to communicate with their hands and faces, as well as voices. (Do you feel bored or uninvolved? They probably do too).

Is the leader or anyone else dominating the groups? Watch for pingpong discussion, leader to participant and back, or dialogues which leave the group out. Watch the person (me? you?) who always has to contribute his idea or refinement. Does the group feel it has permission to tell someone, even you, that they would prefer a different kind of contribution, or less of one, from them?

Are people feeling and/or expressing conflicts, resentment, etc.? Where production is important, people frequently feel pushed in the early stages. Often the degree of resistance is directly related to the amount of investment and involvement of the participant. In dealing with conflict, try to be open and to keep the discussion on the issue with the most productive outcome potential. There may be conflicts and concerns which were brought into the meeting and which can not be resolved there. Keep conflict discussions focused on things which can be dealt with there.

A COUPLE OF SPECIFICS

One game helpers often fall into is bear-trapping, or the "yes-but" game. I come to you with a problem and ask you to help me. You offer a suggestion. I am grateful and say, "yes, but it won't work because..." You make another suggestion. "Yes, but I'm frustrated. I have proven that my problem is unsolvable and that you can't help me. I win and have an excuse to do nothing to help myself. Solution: When about to step into a bear trap, turn around and walk away. "I quess I can't help you with the problem. Perhaps, you can work on it some more yourself."

Another possible problem is dumping gripes, legitimate and otherwise, on the facilitator. Don't get into the corner of defending that over which you don't feel directly in control, and even then think about that a little.

SOME LANGUAGE IDEAS

"But" to "and" But is a blocker and a stopper, a reverser and an opposer. Try restating sentences containing "but" with "and" used instead.

> "I want to be fair to these kids but I want to be objective and accurate."
>
> "The State wants all these students in individually appropriate programs but it doesn't provide enough money."

Questions to statements Questions can stimulate thought, refocus discussion, etc. and they may also, lead, entrap, manipulate or disquise. Statements let other people know what we feel, know, believe.

> "Don't all tests discriminate against poor children?" " I believe all tests discriminate against poor children."
>
> "Wouldn't be better if we took a break now and met again later this week?" "I want a break now and I'm willing to meet later this week."

Why - because Looking for causes is the great intellectual game. Why is an invitation to rationalize, and the explanations are limited only by our inventiveness. Behavior, especially social behavior is multiply determined. "How " may get you faster to the next question, "what do we do about it?"

It, you, we, I *It* is vague. *It* is disowned. *It* is not here. Try changing *it* sentences to "I" or "me".

We are a lot of people. We are an authority. We are stronger than me. When speaking only for yourself, try using the simple "I" in place of the mighty "we" or the invisible "they."

SST vs IEPT

Sometimes the SST and the Individual Education Plan Team (IEPT) processes are confused. The SST is a regular education function. The IEPT is a special education function.

Listed below are some additional differences:

SST		IEPT
N	MANDATED BY LAW	Y
Y	REGULAR EDUCATION FOCUS	N
N	SPECIAL EDUCATION FOCUS	Y
N	TIMELINES (MANDATED)	Y
N	DESIGNATED TEAM MEMBERS	Y
Y	RESOURCE POOL	Y
N	FORMS (MANDATED)	Y
Y	PARENT INVOLVEMENT	Y
D	STUDENTS	D

Y = YES N = NO D = DEPENDS

This can be done as a group activity. List the differences and ask the group to generate the answers.

Submitted by:
Steven C. Street
Coordinator
SERN-7

Greentree Elementary School

4200 Manzanita Street
Irvine, CA 92714
551-2301

Example of SST article in a School Newsletter

Clay White, Principal

MARCH 1986

Dear Parents and Guardians:

A group of four teachers, our school psychologist, a parent and I attended a two day STUDENT STUDY TEAM workshop. The workshop was designed to teach us a process to be used to help students reach their maximum potential. Each student is considered in totality, rather than having one or more special needs.

Students are most successful when there is a cooperative effort between parents and school personnel. In a spirit of shared responsibility, the Student Study Team meets at school, exploring and problem solving, in order to help students. Parents are an important part of this team.

WHAT IS THE STUDENT STUDY TEAM?

The Student Study Team (SST) is a process of regular education. The team reviews individual student problems and plans ways of handling those problems in the regular classroom.

HOW IS A STUDENT SELECTED TO BE DISCUSSED AT THE SST?

Usually the classroom teacher (or the principal) indicates that the student's learning behavior and/or emotional needs are not being adequately met under existing circumstances.

WILL ANYTHING HAVE BEEN DONE TO HELP THE CHILD BEFORE THE SST?

Yes, Usually the teacher has already made some modifications in the classroom. Then the principal and teacher meet to review the student and to make sure appropriate screening tests are done.

WHAT ARE "APPROPRIATE SCREENING TESTS"?

Vision and hearing screening and some achievement testing are considered appropriate screening testing.

WHAT DOES "PROGRAM MODIFICATIONS" MEAN?

Program modifications are measures taken to accommodate special needs. Some examples of modifications are:

- *change of seating*
- *use of diagnostic materials*
- *visual aids in giving instruction*
- *crossage tutors*
- *notebooks for assignments*
- *change of group*

HOW MANY PEOPLE WILL BE AT THE SST?

The team will always include parents, the teacher referring the student to the SST, and sufficient staff to review the student's needs. Usually the principal leads the meeting.

ARE THERE ANY OTHER STAFF MEMBERS WHO MIGHT BE PRESENT?

Other staff who might be present are: Resource Specialist, Special Day Class Teacher, Psychologist, Speech and Language Specialist, School Nurse, and other specialist.

ALL OF THOSE PEOPLE?

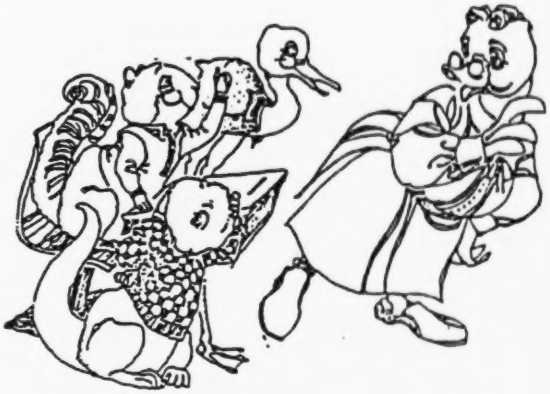
No, but usually six to eight people. Only those who are necessary to adequately review the student will be there.

WHY SHOULD STUDENT STUDY TEAMS INCLUDE PARENTS?

The parent member of our SST brings valuable insight and information to the process. She will also share her experiences with members of our Parent Teacher Organization, the School Site Council and the community in general.

WHAT ARE OTHER POSITIVES DERIVED FROM HAVING PARENTS ON THE SST?

- Parents feel the team cares
- Parents feel something will happen to help their child
- Bonding between parents and school staff
- Process helps students/teacher/parents
- "Magical" change as parents participate in SST meetings
- Process gets egos out of the way
- Parents go home with positives
- Not adversarial



The members of the Greentree Student Study Team are as follows:

Teri Crain, Kindergarten Teacher
Edie Schmitt, Third Grade Teacher
David Bledsoe, Sixth Grade Teacher
Sandy Mofid, Resource Teacher
Helen Houlahan, School Psychologist
Nancy Albers, Parent Representative
Clay White, Principal

If you have any questions about the SST please contact anyone of us at 551-2301.

Sincerely,

Clay White

Clay White, Principal

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BIBLIOGRAPHY

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